

# Agenda Item #6.B.1.



BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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## COVER SHEET

**SUBJECT:** Preferred College of Nursing, Los Angeles, Vocational Nursing Program – Reconsideration of Provisional Approval; Notice of Program Closure (Director: Bernard Sanchez, Los Angeles, Los Angeles County - Private)

### Recommendations:

1. Revoke Preferred College of Nursing, Los Angeles, Vocational Nursing Program's provisional approval, effective immediately.
2. Remove the program from the Board's *List of Approved Programs*

### Rationale:

The program failed to comply with all required corrective actions. Specifically, the program has failed to provide documentation of verifiable clinical placements in Maternity Nursing for current students.

According to the Board-approved Instructional Plan, the current students are to begin Maternity Nursing clinical rotations in less than one month and Pediatric Nursing rotations immediately after. The lack of required placements for current students warrants immediate revocation, rather than waiting until students graduate. Without the required maternity clinical experiences, students will not have completed the Board-approved program of study and would not be eligible for the licensing examination as graduates of a Board-approved vocational nursing program. The program was notified on November 13, 2014 in the *Notice of Violations* of the need to identify clinical facilities for Maternity Nursing experience. The program was notified of the need for such facilities again on February 23, 2015 in the *Notice of Change in Approval Status*, on March 11, 2015 via certified mail, in ongoing communication with the assigned consultant as identified in attachments to this report, and on June 15, 2015 via certified mail.

If the Board adopts the recommendations, the following options are available for these students.

1. Students may apply for admission to other programs, requesting transfer credit for previously completed theory and clinical instruction.
2. Students with prior paid work experience may apply for vocational nurse licensure based on equivalent education and experience.

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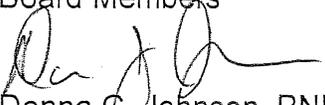
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DATE: August 5, 2015

TO: Board Members

FROM:   
Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant

SUBJECT: Preferred College of Nursing, Los Angeles, Vocational Nursing Program –  
Reconsideration of Provisional Approval; Notice of Program Closure (Director:  
Bernard Sanchez, Los Angeles, Los Angeles County - Private)

On September 12, 2014, the Board placed Preferred College of Nursing, Los Angeles, on provisional approval for the two (2) year period from September 12, 2014 through September 30, 2016, and issued a notice to the program to identify specific areas of non-compliance and requirements for correction as referenced in section 2526.1 (e) of the California Code of Regulations. That action was taken due to the program's noncompliance with section 2530 (l) of the Vocational Nursing Rules and Regulations, which states:

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

At that time, the program's average annual pass rate was 62%.

On February 13, 2015, the Board reconsidered the program's approval status based on the 15 additional violations identified during an unannounced program inspection that was conducted in October 2014.

On February 23, 2015, the Board issued a *Notice of Change in Approval Status*, including additional required Corrective Actions. The USPS verified program receipt of the Notice on February 25, 2015.

The program failed to comply with all required corrective actions and was scheduled for reconsideration of its Provisional Approval status. Subsequently, the program notified the Board of its intent to close the Vocational Nursing Program after graduation of the currently enrolled students.

## History of Prior Board Actions

(See Attachment A, History of Prior Board Actions)

## Enrollment

Currently, the program must obtain Board approval prior to the admission of all classes. The program offers part-time and full-time classes and currently has one (1) full-time class enrolled. The current full-time class is 47 weeks in length.

The following table represents **current** student enrollment based on current class starts and completions. The table indicates a **maximum enrollment of 121 students** for the period from **January 2011 through October 2015**. The current enrollment is **13** students.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
1/11 (PT Eve Class)		26	24	24
1/11 (FT Day Class)		20	16	24 + 16 = 40
4/11 (PT Eve Class)		15	13	40 + 13 = 53
4/11 (FT Day Class)		15	10	53 + 10 = 63
7/11 (FT Eve Class)		20	14	63 + 14 = 77
10/11 (FT Eve Class)		22	17	77 + 17 = 94
1/12 (PT Day Class)		26	21	94 + 21 = 115
	1/12 (1/11 FT Day)		-16	115 - 16 = 99
1/12 (FT Day Class)		25	22	99 + 22 = 121
	4/12 (4/11 FT Day)		-10	121 - 10 = 111
	6/12 (7/11 FT Eve)		-14	111 - 14 = 97
	7/12 (1/11 PT Eve)		-24	97 - 24 = 73
	11/12 (4/11 PT Eve)		-13	73 - 13 = 60
	10/12 (10/11 FT Eve)		-17	60 - 17 = 43
	1/13 (1/12 FT Day)		-22	43 - 22 = 21
3/13 (PT Eve Class)		27	24	21 + 24 = 45
4/13 (FT Day Class)		26	21	45 + 21 = 66

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
	7/13 (1/12 PT Day)		-21	66 - 21 = 45
9/13 (FT Day Class)		22	15	45 + 15 = 60
	5/14 (4/13 FT Day)		-21	60 - 21 = 39
	9/14 (9/13 FT Day)		-15	39 - 15 = 24
	9/14 (3/13 PT Eve)		-24	24 - 24 = 0
9/14 (FT Day Class)		16	13	0 + 13 = 13
	10/15 (9/14 Day Class)		-13	13 - 13 = 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 2011 through June 2015, specify the pass percentage rates for graduates of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®) and the variance from state average annual pass rates.

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR 2530(I)]	Variance from State Average Annual Pass Rate
Jul-Sep 2011	17	9	53%	74%	67%	75%	-8
Oct-Dec 2011	9	4	44%	74%	56%	75%	-19
Jan-Mar 2012	19	15	79%	77%	60%	74%	-14
Apr-Jun 2012	12	7	58%	72%	61%	74%	-13
Jul-Sep 2012	28	20	71%	74%	68%	74%	-6
Oct-Dec 2012	17	10	59%	70%	68%	74%	-6
Jan-Mar 2013	22	10	45%	75%	59%	73%	-14
Apr-Jun 2013	18	8	44%	78%	56%	73%	-17
Jul-Sep 2013	19	13	68%	75%	54%	74%	-20

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR 2530(l)]	Variance from State Average Annual Pass Rate
Oct-Dec 2013	6	4	67%	76%	54%	76%	-22
Jan-Mar 2014	29	17	59%	74%	58%	76%	-18
April-Jun 2014	11	6	55%	66%	62%	73%	-11
Jul-Sep 2014	22	13	59%	72%	59%	73%	-14
Oct-Dec 2014	17	11	65%	72%	59%	72%	-13
Jan-Mar 2015	13	8	62%	72%	60%	71%	-11
Apr-Jun 2015	3	2	67%	69%	62%	72%	-10

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

California Code of Regulations section 2530(l) states:

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

Published statistics confirm the program's **compliance** with regulatory requirements for four (4) of the previous 16 quarters (**25%**), and **noncompliance** for 12 of the previous 16 quarters (**75%**). It is noted that the program is compliant with regulatory requirements for the current quarter; however, it is also noted that the improvement is based on statistics from three (3) program graduates

Based on the most recent data available (April through June 2015), the program's average annual pass rate is **62%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® Licensure Examination for the first time during the same period is **72%**. The average annual pass rate for the Preferred College of Nursing, Los Angeles, Vocational Nursing Program is ten (10) percentage points **below** the state average annual pass rate.

### Faculty and Facilities

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

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

The program reports a total of 14 Board-approved faculty, including the director. The director has 50% administrative responsibility and 50% teaching responsibility. A total of 12 instructors, including the director, are approved to teach in clinical areas.

Based on the Board's prior decision requiring the program to provide no less than one (1) instructor for every ten (10) students in all clinical experiences and the program's current enrollment of 13 students, two (2) instructors are needed. Therefore, the program's faculty is **adequate** to support the current students.

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

“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 **lacks** sufficient clinical facilities to afford the number, type, and variety of patients that will provide clinical experiences consistent with competency-based objectives and theory. **Specifically, the program does not have verifiable placements for clinical experience in Maternity Nursing.**

### Other Considerations

Beginning in July, 2013, the program presented plans to address problems identified, including low pass rates on the licensing examination. The program reported revision of criteria for the admission, screening and selection of students. The program also determined it was necessary to revise the curriculum.

In February 2014, the director reported a revision of its screening and selection criteria to include the requirement of completion of a CNA program prior to entry into the VN program. Additionally, the director reported the institution of NCLEX-PN review sessions, updated lectures and lesson plans, use of ATI materials, and the dismissal of students “deemed not ready to graduate” as soon as those students were identified.

On May 9, 2014, the Board notified the program of five (5) consecutive quarters of non-compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations, relative to low passing scores.

On September 12, 2014, the program was placed on provisional approval relative to non-compliance with regulatory requirements regarding licensure pass rates. At that time the program was required to complete a comprehensive analysis no later than June 1, 2015. In addition, due to the program having identified the need for curriculum revision, the program was required to complete a major curriculum revision and submit for Board approval no later than the end of December 2014. Further, the program was required to demonstrate incremental progress in correcting all violations and to comply with all approval standards of the Vocational Nursing Practice Act and of the California Code of Regulations.

On October 29 and 30, 2014, Board representatives conducted an unannounced program inspection. A total of 15 violations were identified. On November 13, 2014, the Board forwarded

a *Notice of Violations* to the program. Included in that *Notice*, which was attached to the February 2015 report to the Board, was identification of violations related to lack of Pediatric and Maternity clinical facilities and the required corrective action of submitting clinical facility applications for Pediatric and Maternity facilities by December 1, 2014.

On November 26, 2014, the program was notified of its placement on the February 2015 Board agenda for reconsideration of provisional approval.

The program was considered at the February 13, 2015 Board meeting. On February 23, 2015, the Board forwarded, via certified and regular mail, the *Notice of Change in Approval Status*, specifying identified violations, required corrective actions, and timeline for completion. The required corrective actions included submitting facility applications and verifiable placements for Pediatric and Maternity Nursing clinical experiences by March 1, 2015. USPS confirmation of delivery on February 25, 2015 was received by the Board. (See Attachment B)

On February 20, 2015, the program was notified of the results of evaluation and analysis of the proposed curriculum. The curriculum was found to violate Vocational Nursing Rules and Regulations related to coordination of theory and clinical as well as sequencing of curriculum and, therefore, the curriculum was not approved. The director returned an email acknowledging receipt of the outcome of the proposed curriculum evaluation. (See Attachment C) To date, the program has not submitted further revisions.

On March 1, 2015, the program submitted a response to the outstanding violations. (See Attachment D). The March 1, 2015, program response, which is dated February 24, 2015, failed to document placement plans for current students on the Faculty/Student Clinical Assignment Form and the program failed to document placement plans for current students for Maternity Nursing experience. The program noted that the search for Maternity Nursing clinical facilities was ongoing.

On March 11, 2015, the Board notified the program of the failure to comply with Corrective Action #5 of the Notice dated February 23, 2015. (See Attachment E). Also on March 11, 2015, the assigned consultant communicated with the program director regarding questions about the process to request a class admission. (See Attachment F).

On May 12, 2015, the assigned consultant again communicated with the program director regarding submitting a request to admit students. (See Attachment G).

On June 15, 2015, the Board forwarded correspondence to the director advising of the program's failure to comply with required corrective actions and advising the program of placement on the Board's August 2015 agenda for reconsideration of provisional approval. The program had failed to submit the comprehensive analysis that was due June 1, 2015, as was noted when the program was placed on provisional approval on September 12, 2014 and was again noted in the February 23, 2015 *Notice of Change in Approval Status*. Further, the program failed to submit placement plans for Maternity Nursing clinical experiences for the enrolled students. Documentation was requested in preparation of the report to the Board. (See Attachment H).

On June 17, 2015, the Board received a clinical facility application with maternity and pediatric clinical objectives. On June 18, 2015, the assigned consultant spoke with the identified contact at the clinical site and learned that no nursing or medical care is provided at the Service Enriched Apartment Housing for mentally ill transition aged youth. On June 19, 2015, the Board sent, via

electronic correspondence, a letter to the program regarding the denial of the application as submitted. (See Attachment I).

On June 19, 2015, the Board received written notice from the director of the school's intent to close the vocational nursing program. (See Attachment J).

On June 29, 2015, the program submitted a comprehensive analysis, a portion of the required placement plans, and the other documentation that had been requested in preparation for presentation at the August 2015 Board meeting.

The comprehensive analysis submitted by the program on June 29, 2015 (see Attachment K) is summarized below. Evaluation of the analysis yielded concerns as noted in the bulleted points following.

1. Admission Criteria: For the current cohort, the program reports that it required above a 10<sup>th</sup> grade level in reading, math, and comprehension on the CASAS; the program reports limiting retesting to two (2) attempts.
2. Screening and Selection Criteria: The program reports an interview with the director is now required.
3. Terminal Objectives: No issues identified by the program.
4. Curriculum Objectives: In this section, the program stated: "Accordingly, for the current cohort, PCNLA has been approved to impart the new curricular changes effective immediately."
  - Minor curricular changes were approved February 6, 2013
  - Changes, recorded by the Board as name change of courses, were approved February 5, 2014.
  - Proposed curricular changes submitted December 15, 2014 were not approved.
5. Instructional Plan: The program discussed implementing materials from the ATI package
  - This was noted in previously submitted improvement plans.
6. Theory and Clinical Objectives and Lesson Plans: The program addresses implementing ATI materials and notes incorporation of NCLEX-style questions.
  - This was noted in previously submitted improvement plans.
7. Textbooks: Using ATI materials
8. Attendance Policy: The program reports students "are allowed a very limited number of absences."
  - No specifics were provided.
9. Remediation Policy: Remediation will now be according to ATI standards; student to complete ATI materials before retesting; "instructor available for tutoring, if necessary."

- It was not clear how much instructor assistance is provided to students needing remediation.
10. Evaluations of Faculty and Theory Presentations: Instructors evaluated by students; director performing random class observations; clinical instructors observed "more frequently" by director.
- No specifics were provided.
11. Evaluation of Clinical Rotations and Correlation to Theory: "Students are tested after each topic they have learned in the clinical settings during post conferences."
- This does not address the program's responsibility to ensure that clinical facilities offer the students opportunities to meet the objectives of the curriculum or that clinical experience is correlated with theory.
12. Evaluation of Student Achievement: Implementing NCLEX-style exams as comprehensive exams.

Also on June 29, 2015, the program submitted clinical placement plans for current students. Board staff attempted to verify maternity and pediatric clinical placement plans.

On July 3, 2015, the clinical facility listed as available to students for maternity clinical placements confirmed, via telephone consultation, that placements had **not** been guaranteed to the students of Preferred College of Nursing, Los Angeles, Vocational Nursing Program. On July 4, 2015, the facility provided that confirmation per electronic mail. (See Attachment L).

On July 10, 2015, the Education Coordinator of the proposed pediatric facility verified the placement plans for pediatric clinical nursing experience.

Both voice and email messages were left for the program director on July 13 and on July 14. As of close of business on July 16, 2015, the program director did not respond.

### **Summary**

When placed on provisional approval in September 2014, the program's average annual pass rate was 62%, which was eleven (11) percentage points below the state average annual pass rate. The program's current average annual pass rate is 62%, which is ten (10) percentage points below the state average annual pass rate.

At the time of the unannounced program inspection of October 2014, among other violations, it was discovered that the program had not provided clinical experience in maternity or pediatric nursing. As noted in the Required Corrective Actions of the February 23, 2015 *Notice of Change in Approval Status*, the program was required to submit applications for clinical facilities for Maternity Nursing no later than March 1, 2015. The program was again notified of failure to comply with required corrective actions on June 15, 2015.

On June 19, 2015, the program submitted written notice of intent to close after graduation of the current students. On June 29, 2015, the program submitted placement plans for Maternity Nursing clinical experience.

While the program has submitted verifiable placement plans for Pediatric Nursing, as of July 4, 2015, the proposed Maternity Nursing clinical facility confirmed they have no placements available for students from Preferred College of Nursing, Los Angeles, Vocational Nursing Program. The program has not submitted other placement plans for Maternity Nursing.

**Recommendations:**

1. Revoke Preferred College of Nursing, Los Angeles, Vocational Nursing Program's provisional approval, effective immediately.
2. Remove the program from the Board's *List of Approved Programs*

**Rationale:** The program failed to comply with all required corrective actions. Specifically, the program has failed to provide documentation of verifiable clinical placements in Maternity Nursing for current students.

According to the Board-approved Instructional Plan, the current students are to begin Maternity Nursing clinical rotations in less than one month and Pediatric Nursing rotations immediately after. The lack of required placements for current students warrants immediate revocation, rather than waiting until students graduate. Without the required maternity clinical experiences, students will not have completed the Board-approved program of study and would not be eligible for the licensing examination as graduates of a Board-approved vocational nursing program. The program was notified on November 13, 2014 in the *Notice of Violations* of the need to identify clinical facilities for Maternity Nursing experience. The program was notified of the need for such facilities again on February 23, 2015 in the *Notice of Change in Approval Status*, on March 11, 2015 via certified mail, in ongoing communication with the assigned consultant as identified in attachments to this report, and on June 15, 2015 via certified mail.

If the Board adopts the recommendations, the following options are available for these students.

1. Students may apply for admission to other programs, requesting transfer credit for previously completed theory and clinical instruction.
2. Students with prior paid work experience may apply for vocational nurse licensure based on equivalent education and experience.

- Attachment A: History of Previous Board Action.
- Attachment B: Notice of Change in Approval Status Dated February 23, 2015.
- Attachment C: Board Correspondence Dated February 20, 2015.
- Attachment D: Program Correspondence Dated February 24, 2015.
- Attachment E: Board Correspondence Dated March 11, 2015.
- Attachment F: Board Electronic Correspondence Dated March 11, 2015.
- Attachment G: Board Electronic Correspondence Dated May 12, 2015.

- Attachment H: Board Correspondence Dated June 15, 2015.
- Attachment I: Board Correspondence Dated June 19, 2015.
- Attachment J: Program Correspondence Dated June 19, 2015.
- Attachment K: Comprehensive Analysis.
- Attachment L: Program Electronic Correspondence Dated July 4, 2015.

## Agenda Item #6.B.1., Attachment A

### PREFERRED COLLEGE OF NURSING, LOS ANGELES VOCATIONAL NURSING PROGRAM

#### History of Prior Board Actions

- On April 11, 2003, the Board approved the Preferred College of Nursing, Los Angeles, Vocational Nursing Program's request to begin a 75-week part-time class of 30 students in Los Angeles, California with a projected graduation date of October 17, 2004. The Board also approved the program's curriculum for 1550 hours, including 590 theory and 960 clinical hours.
- On September 10, 2004, the Board approved the initial full accreditation for the Preferred College of Nursing, Los Angeles, Vocational Nursing Program for the period September 10, 2004, through September 9, 2008, and issued a certificate accordingly.

The Board also approved the program's request to admit 30 students in the part-time Tuesday, Thursday, Saturday and Sunday class schedule starting October 5, 2004, only, to **replace** students graduating October 17, 2004, with a projected completion date of April 5, 2006; approved the program's request to admit 30 students into a second 75-week part-time Monday, Wednesday, Saturday and Sunday class schedule starting October 4, 2004, only, with a projected completion date of April 4, 2006; and approved the program's request to admit 30 students into a 48-week full-time Monday to Friday class schedule starting January 10, 2005, only, with a projected completion date of January 14, 2006.

- On August 17, 2005, the Board approved the Preferred College of Nursing, Los Angeles, Vocational Nursing Program's request to admit 30 students into a part-time Friday, Saturday, and Sunday class starting on August 19, 2005, with a completion date of January 7, 2007. The Board also approved ongoing admissions to **replace** graduating classes, only, for the Preferred College of Nursing, Los Angeles, Vocational Nursing Program with the following stipulations.
  - a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes one full-time class admission every 12 months and three part-time programs which admit every 18 months.
  - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
- On April 12, 2007, the Board approved the Preferred College of Nursing, Los Angeles, Vocational Nursing Program's request to admit 30 students into a second full-time Monday through Friday evening class starting on June 19, 2007, with a completion date of June 27, 2008.
- On July 2, 2008, the Executive Officer approved continued full accreditation of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program be approved for a four-year

period, from September 9, 2008, through September 8, 2012, and issued a certificate accordingly.

- **On October 23, 2009, a new director was approved.**
- On April 27, 2010, the Executive Officer approved the program's request to admit a part-time class of 30 students on April 11, 2010. The anticipated graduation date of the class is September 16, 2011; and approved the program's request to admit a full-time class of 30 students on April 26, 2010. The anticipated graduation date of the class is April 29, 2011; and approved the program's request to change its pattern of admissions from three (3) part-time and three (3) full-time classes of 30 students per year, to four (4) part-time and four (4) full-time classes of 30 students per year, with the following stipulations:
  - a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes one full-time class admission every 12 months and three part-time programs which admit every 18 months.
  - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
- On August 14, 2012, the Executive Officer continued approval of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program for a four-year period from September 8, 2012 through September 7, 2016, and the Board issued a certificate accordingly; and required the program to obtain Board approval prior to the admission of each class.
- On February 13, 2013, the Executive officer approved the following recommendations:
  - a. Approve the program's request to admit a part-time class of 30 students on March 2, 2013, to **replace** students who graduated on November 3, 2012. The requested class would graduate on September 30, 2014.
  - b. Approve the program's request to admit a full-time class of 30 students on April 29, 2013, to replace students who graduated on October 2, 2012. The requested class would graduate on May 15, 2014.
  - c. **Deny** the program's request to admit a full-time class of 30 students on July 17, 2013, to replace students who graduated on January 15, 2013. That class would graduate on July 30, 2014.
  - d. Continue to require the program to obtain Board approval prior to the admission of each class.
- On September 19, 2013, the Executive Officer approved the following recommendations:
  - a. Approve Preferred College of Nursing, Los Angeles, Vocational Nursing Program's request to admit a full-time class of 30 students on September 23, 2013, to **replace** students who graduated on June 6, 2013. The requested class would graduate on September 5, 2014.
  - b. **Deny** the program's request to admit a part-time evening class of 30 students on October 14, 2013, to **replace** students who graduated on July 21, 2013.

- c. Continue to require the program to obtain Board approval prior to the admission of each class.
- On February 6, 2014, the Executive Officer **denied** the program's request to admit a part-time class of 30 students to start on February 14, 2014 that would have **replaced** the class that graduated on July 21, 2013; **and**, required the program to submit a follow-up report no later than **March 1, 2014**, to include a review of the submitted comprehensive analysis including the effect of employed interventions, identification of required revisions of the plan of correction, and a timeline for implementation; **and**, continued to require the program to obtain Board approval prior to the admission of each class.
  - On February 12, 2014, via electronic communication, the Board notified the program of four (4) consecutive quarters of non-compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations, relative to low passing scores.
  - On February 26, 2014, the Board received the required follow-up report from the director.
  - On May 9, 2014, via certified mail, the Board notified the program of five (5) consecutive quarters of non-compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations, relative to low passing scores.
  - On July 14, 2014, the director forwarded correspondence requesting approval to admit students.
  - On September 12, 2014, the Board rendered the following decisions:
    1. Place Preferred College of Nursing, Los Angeles, Vocational Nursing Program on provisional approval for the two year period from September 12, 2014 through September 30, 2016, and issue a notice to the program to identify specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
    2. Deny the request to admit thirty (30) students to a full-time class commencing September 15, 2014, graduating September 30, 2015 to **replace** a class that graduated on May 15, 2014, only.
    3. Approve the admission of a class of twenty (20) students to a full-time class commencing on a date to be determined in September, 2014, graduating September (exact date to be determined), 2015 to replace a class that graduated on May 15, 2014, only.
    4. Deny the request to admit a part-time class of thirty (30) students September 19, 2014, graduating March 4, 2016 to replace a class that graduated July 21, 2013.
    5. Require the program to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
    6. Require the program to admit no additional classes without prior approval by the full Board.

7. Require the director to submit complete curriculum revisions no later than **by the end of December, 2014**.
  8. Require the program to submit follow up reports in nine (9) months, but no later than June 1, 2015, and 21 months, but no later than June 1, 2016. The reports must include a comprehensive analysis of the program, specific actions taken to improve pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
    - a. Admission Criteria
    - b. Screening and Selection Criteria
    - c. Terminal Objectives
    - d. Curriculum Objectives
    - e. Instructional Plan
    - f. Theory and Clinical Objectives for Each Course
    - g. Lesson Plans for Each Course
    - h. Textbooks
    - i. Attendance Policy
    - j. Remediation Policy
    - k. Evaluations of Theory and Clinical Faculty
    - l. Evaluations of Theory Presentations
    - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations
    - n. Evaluation of Student Achievement
    - o. Current Enrollment
  9. Require the program to bring its average annual pass rate to no more than (10) ten percentage points below the State average annual pass rate.
  10. Require the program to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress the full Board may revoke the program's approval.
  11. Require the program to comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
  12. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
  13. Place the program on the Board's **February 2015** agenda for a progress report.
  14. Place the program on the Board's **September 2016** agenda for reconsideration of provisional approval.
- On October 29 and 30 Board representatives conducted an unannounced program survey visit.
  - On November 13, 2014, the Board sent, via certified mail, Notice of Violations.

- On November 26, 2014, the Board sent correspondence informing the program of placement on the February 2015 Board agenda and requesting documentation from the program.
- On December 16, 2014, the Board received program correspondence regarding the program's response to violations.
- On December 31, 2014, the Board sent correspondence to the program regarding outstanding documentation that was requested November 26, 2014.
- On February 13, 2015, the Board rendered the following decisions:
  1. The Preferred College of Nursing, Los Angeles, Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
  2. The program shall continue to admit no additional classes without prior approval by the full Board.
  3. The program shall continue to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
  4. The program shall correct program deficiencies identified during the onsite inspection and submit a report identifying implemented interventions to include the following no later than **March 1, 2015**.
    - a. List of current faculty, dates of employment, teaching assignment.
    - b. Evaluation of clinical facilities.
    - c. Sufficiency of program resources.
    - d. Methods of facilitating accomplishment of competency – based clinical objectives in currently utilized clinical facilities.
    - e. Revised remediation policy that includes appropriate follow – up of students and oversight by the program director.
  5. The program shall submit previously requested documentation of faculty assignments and clinical placements as directed on the Faculty/Student Clinical Assignment form, on the Maternity Faculty/Student Clinical Assignment form, and on the Pediatric Faculty/Student Clinical Assignment form, no later than **March 1, 2015**.
  6. The program shall submit either a Faculty Approval Application or a notice of termination for the unapproved instructor, no later than **March 1, 2015**.
  7. The program shall submit Clinical Facility Applications for intended facilities no later than **March 1, 2015**.
  8. The program shall submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **March 1, 2015**.

9. If the program corrects, and submits documents substantiating the correction of, all identified violations to the satisfaction of the Board staff then, prior to the May 15, 2015 Board meeting, the Executive Officer may consider and act on one (1) request from the program to admit a single class.
  10. The program shall submit follow up reports in nine (9) months, but no later than **June 1, 2015**, and 21 months, but no later than **June 1, 2016**. The reports must include a comprehensive analysis of the program, specific actions taken to improve pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
    - a. Admission Criteria
    - b. Screening and Selection Criteria
    - c. Terminal Objectives
    - d. Curriculum Objectives
    - e. Instructional Plan
    - f. Theory and Clinical Objectives for Each Course
    - g. Lesson Plans for Each Course
    - h. Textbooks
    - i. Attendance Policy
    - j. Remediation Policy
    - k. Evaluations of Theory and Clinical Faculty
    - l. Evaluations of Theory Presentations
    - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations
    - n. Evaluation of Student Achievement
    - o. Current Enrollment
  11. The program shall demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress the full Board may revoke the program's approval.
  12. The program shall comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
  13. Failure of the program to take any of these corrective actions may cause the full Board to revoke the program's approval.
  14. Failure by the program to complete any of the required actions will result in placement of the program on a subsequent Board agenda for Reconsideration of Provisional Approval.
- On February 20, 2015, the Board forwarded correspondence to the program regarding submitted curricular revisions.
  - On February 23, 2015, the Board forwarded the *Notice of Change in Approval Status* to the program via certified mail.
  - On March 1, 2015, the program submitted a response to outstanding violations.

- On March 11, 2015, the Board notified the program of the failure to comply with required corrective actions.
- On April 29, 2015, the NEC conducted a phone consultation with the program director regarding clinical facility applications and the process and timeline to request a class admission.
- On May 6, 2015, the Board forwarded correspondence to the program director regarding recently submitted clinical facility applications.
- On May 7, 2015, the Board forwarded correspondence to the program regarding revisions required in clinical facility applications. Subsequently, one facility was approved on May 8 and one facility was approved on May 11, 2015.
- On May 12, 2015, the assigned consultant again communicated with the program director regarding submitting a request to admit students.
- On June 15, 2015, the Board forwarded correspondence to the program advising the program of the failure to comply with required corrective actions and advising the program of placement on the Board's August 2015 agenda.
- On June 19, 2015, the program forwarded written intent to close the program after graduation of the currently enrolled class.
- On June 29, 2015, the program submitted the required comprehensive analysis and other required documentation.

## Agenda Item #6.B.1., Attachment B



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

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



### CERTIFIED MAIL

February 23, 2015

Bernard Mathew Sanchez, B.S., R.N.  
Director, Vocational Nursing Program  
Preferred College of Nursing, Los Angeles  
3424 Wilshire Boulevard, Suite 1100  
Los Angeles, CA 90010

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

Dear Mr. Sanchez:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 13, 2015, the provisional approval of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program was continued for the two (2) year period from September 12, 2014 through September 30, 2016.

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

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Monday, March 2, 2015**.

#### AREAS OF NON-COMPLIANCE / VIOLATION(S)

In accordance with Section 2526.1(c) of the Vocational Nursing Rules and Regulations,

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

Section 2526(a)(8) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:  
... (8) Evaluation methodology for curriculum."

Section 2526(a)(11) of the Vocational Nursing Rules and Regulations states:

"The institution shall apply to the Board for approval. Written documentation shall be prepared by the director and shall include:  
... (11) Evaluation methodology for clinical facilities."

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

"A school shall report to the Board within ten days of the termination of a faculty member."

Section 2529(a) of the Vocational Nursing Rules and Regulations states:

"A school shall submit qualifications of the proposed faculty members for approval by the Board prior to employment."

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

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

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

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

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 approved vocational nursing schools for the same period."

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

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

Section 2882 of the Vocational Nurse Practice Act states:

"The course of instruction of an approved school of vocational nursing shall consist of not less than the required number of hours of instruction in such subjects as the board may from time to time by regulation

determine, together with the required number of hours in the care of medical, surgical, obstetrical patients, sick children, and such other clinical experience as from time to time may be determined by the board.”

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. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience.”

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

“Schools are responsible for the continuous review of clinical facilities to determine if the student’s clinical objectives for each facility are being met.”

The program pass rates of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program for the past twelve (12) 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 2011	75%	67%	-8
Oct-Dec 2011	75%	56%	-19
Jan – Mar 2012	74%	60%	-14
Apr – Jun 2012	74%	61%	-13
Jul – Sep 2012	74%	68%	-6
Oct – Dec 2012	74%	68%	6
Jan – Mar 2013	73%	59%	-14
Apr – Jun 2013	73%	56%	-17
Jul – Sep 2013	74%	54%	-20
Oct – Dec 2013	76%	54%	-22
Jan – Mar 2014	76%	58%	-18
Apr – Jun 2014	73%	62%	-11
Jul – Sep 2014	73%	59%	-14
Oct – Dec 2014	72%	59%	-13

Based on this data, the program failed to meet regulatory requirements for vocational nursing programs.

**REQUIRED CORRECTION(S)**

1. The Preferred College of Nursing, Los Angeles, Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
2. The program shall continue to admit no additional classes without prior approval by the full Board.
3. The program shall continue to provide no less than one (1) instructor for every ten (10) students in clinical experiences.
4. The program shall correct program deficiencies identified during the onsite inspection and submit a report identifying implemented interventions to include the following no later than **March 1, 2015**.
  - a. List of current faculty, dates of employment, teaching assignment.
  - b. Evaluation of clinical facilities.
  - c. Sufficiency of program resources.
  - d. Methods of facilitating accomplishment of competency – based clinical objectives in currently utilized clinical facilities.
  - e. Revised remediation policy that includes appropriate follow – up of students and oversight by the program director.
5. The program shall submit previously requested documentation of faculty assignments and clinical placements as directed on the Faculty/Student Clinical Assignment form, on the Maternity Faculty/Student Clinical Assignment form, and on the Pediatric Faculty/Student Clinical Assignment form, no later than **March 1, 2015**.
6. The program shall submit either a Faculty Approval Application or a notice of termination for the unapproved instructor, no later than **March 1, 2015**.
7. The program shall submit Clinical Facility Applications for intended facilities no later than **March 1, 2015**.
8. The program shall submit, under penalty of perjury, the names of all enrolled students, dates of admission, placement in the curriculum, and expected dates of graduation by **March 1, 2015**.

9. If the program corrects, and submits documents substantiating the correction of, all identified violations to the satisfaction of the Board staff then, prior to the May 15, 2015 Board meeting, the Executive Officer may consider and act on one (1) request from the program to admit a single class.
10. The program shall submit follow up reports in nine (9) months, but no later than **June 1, 2015**, and 21 months, but no later than **June 1, 2016**. The reports must include a comprehensive analysis of the program, specific actions taken to improve pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
  - a. Admission Criteria
  - b. Screening and Selection Criteria
  - c. Terminal Objectives
  - d. Curriculum Objectives
  - e. Instructional Plan
  - f. Theory and Clinical Objectives for Each Course
  - g. Lesson Plans for Each Course
  - h. Textbooks
  - i. Attendance Policy
  - j. Remediation Policy
  - k. Evaluations of Theory and Clinical Faculty
  - l. Evaluations of Theory Presentations
  - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations
  - n. Evaluation of Student Achievement
  - o. Current Enrollment
11. The program shall demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress the full Board may revoke the program's approval.
12. The program shall comply with all approval standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526.
13. Failure of the program to take any of these corrective actions may cause the full Board to revoke the program's approval.
14. Failure by the program to complete any of the required actions will result in placement of the program on a subsequent Board agenda for Reconsideration of Provisional Approval.

### FUTURE BOARD ACTION

Your program has been scheduled **September 2016** Board Meeting agenda, at which point the Board may revoke or extend the program's approval. 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 pages 4 and 5, you must submit this documentation 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 approval by the full Board is required to admit classes, except for the one – time exception specified in Corrective Action #9, above.**

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

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

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

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

Sincerely,



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

Enclosures

cc: Board Members

TBJ:cca



## TITLE 16 CALIFORNIA CODE OF REGULATIONS

### 2526.1. Provisional Approval.

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



BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDWIN G. BROWN JR.  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
Phone (916) 263-7800 Fax (916) 263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



February 23, 2015

TO: Education Division

FROM: Preferred College of Nursing, Los Angeles, Vocational Nursing Program

SUBJECT: Acknowledgement of Receipt of *Notice of Change in Approval Status*  
~~Board Meeting Materials~~

I, hereby acknowledge receipt of the following documents with attachments memorializing Board decisions rendered at the February 13, 2015 Board Meeting.

- *Preferred College of Nursing, Los Angeles, Vocational Nursing Program.*
  - 1. *Notice of Change in Approval Status.*
  - 2. California Code of Regulations Excerpt Section 2526.1. Provisional Approval.
  - 3. *Certificate of Provisional Approval.*

Please sign and fax the *Acknowledgement of Receipt of Board Meeting Materials* to the Board at (916) 263-7866 by Monday, March 2, 2015.

\_\_\_\_\_  
(Signature, Director) (Date)

Name of Program: \_\_\_\_\_

**Please complete this form and fax to the Board at  
(916) 263-7866 by Monday, March 2, 2015.**



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Phone 916-263-7800 Fax 916-263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



## **CERTIFICATE OF PROVISIONAL APPROVAL**

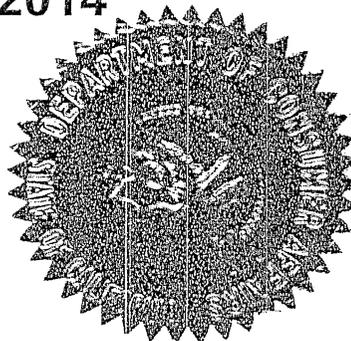
for

### *Preferred College of Nursing, Los Angeles Vocational Nursing Program*

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

**Effective: September 12, 2014**

Todd D'Braunstein, P.T.  
President



**Expires: September 30, 2016**

Teresa Bello-Jones  
Executive Officer

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Postage \$		Postmark Here
Certified Fee	2/23/15	
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ Bernard Sanchez	
Sent To PCN LA		
Street, Apt. No. or PO Box No. 3424 Wilshire Blvd		
City, State, ZIP+4 Ste 1100 - LACA 90010		
PS Form 3800, August 2006		See Reverse for Instructions

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature <input checked="" type="checkbox"/> <i>BS</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) _____ C. Date of Delivery <i>2-25-15</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No                      (if YES, enter delivery address below: _____)</p>
<p>1. Article Addressed to:</p> <p><i>Bernard M. Sanchez</i>  <i>PCN, Los Angeles</i>  <i>3424 Wilshire Blvd</i>  <i>Ste 1100</i>  <i>Los Angeles CA 90010</i></p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail® <input type="checkbox"/> Priority Mail Express™</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> Collect on Delivery</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7014 1200 0000 7396 1588</p>

## Agenda Item #6.B.1., Attachment C

Johnson, Donna@DCA

---

**From:** Bernard Sanchez <BSanchez@pcnla.com>  
**Sent:** Friday, February 20, 2015 5:40 PM  
**To:** Johnson, Donna@DCA  
**Subject:** RE: PCN-LA Curriculum Evaluation.2.20.15

Got it thank you!

**From:** Johnson, Donna@DCA [mailto:Donna.Johnson@dca.ca.gov]  
**Sent:** Friday, February 20, 2015 3:02 PM  
**To:** Bernard Sanchez  
**Cc:** Garcia, Dannetta@DCA  
**Subject:** PCN-LA Curriculum Evaluation.2.20.15

Bernard –

Attached to this email please find a letter regarding the proposed curriculum for your program.

*Donna*

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
Email: [donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)  
Phone: 916-263-7842  
Fax: 916-263-7866



February 20, 2015

Bernard Sanchez, Director  
Vocational Nursing Program  
Preferred College of Nursing, Los Angeles  
3424 Wilshire Blvd #1100  
Los Angeles, CA 90010

Dear Mr. Sanchez,

The proposed curriculum for the Preferred College of Nursing, Los Angeles, sent to the Board via flash drive on December 15, 2014 and dated November 14, 2014, has been reviewed.

The proposed curriculum cannot be approved as submitted. The proposed curriculum is not educationally sound and violates Vocational Nursing rules and regulations related to curriculum in a vocational nursing program.

A detailed analysis of Terms 1 and 2 and the beginning of Term 3 is presented in the attachment. Detailed analysis of the remaining materials was halted due to the number and type of concerns identified in the reviewed materials.

As will be identified in the detailed analysis, the proposal violates the following regulations regarding vocational nursing curriculum:

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

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

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

"Curriculum content shall be taught in a sequence that results in students' progressive mastery of knowledge, skills, and abilities."

Such violation of the regulations represents a lack of sound and effective education principles. The vocational nursing student is an entry level student who must learn to apply content and utilize critical thinking in order to pass the NCLEX-PN® licensing examination and in order to function according to regulations regarding the scope of vocational nursing practice.

Further, while not specifically a regulatory issue, most of the learning objectives as listed are related to the lower levels of the cognitive domains, knowledge and comprehension. Drafting learning objectives for didactic content involving application of the content, in both the theory and clinical portions of the program, will assist the learner with critical thinking, success on the NCLEX-PN®, and ultimately will assist the learner to function as a safe and effective provider of nursing care.

The Board recommends that you carefully review the detailed analysis in the following pages. Between October 2 and November 26, 2014, Board communication regarding previously proposed outlines and drafts of the curriculum identified the same concerns, including violations of the regulations regarding curriculum in vocational nursing programs. It would appear that little progress has occurred.

As director of a program on provisional approval, you may wish to obtain additional guidance from a knowledgeable resource regarding curriculum development so that a new, effective, and compliant curriculum can be developed for further Board review.

As the Nursing Education Consultant (NEC) working with you in support of the students at Preferred College of Nursing, Los Angeles, I am responsible to determine that a curriculum, as submitted by the director, is compliant with applicable regulations. The director is responsible for creating a curriculum that is compliant. I have made recommendations to you in the past several months in an effort to assist you with regulatory compliance; however, the submissions that I continue to receive from you indicate that you have not developed a curriculum that is compliant with the regulations. Therefore, the recommendation is to obtain additional guidance and consultation regarding revision of the curriculum.

Sincerely,

*Donna G. Johnson*

Donna G. Johnson, RNP, MS, MA

Nursing Education Consultant

[donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)

916-263-7842

## ATTACHMENT

### PREFERRED COLLEGE OF NURSING, LOS ANGELES PROPOSED CURRICULUM DETAILED ANALYSIS OF MATERIALS

Submitted December 15, 2014, dated November 14, 2014

**Problems identified in the analysis of the curriculum proposal are including, but not limited to the issues presented below.**

**Term 1: Introduction to Nursing Studies** – this course consists of:

1) 40 hours Anatomy and Physiology

This course purports to deliver an entire anatomy and physiology course in 40 hours during the first week of the program. It covers approximately 350 to 400 pages of a text and lists over 100 objectives.

Page 34 lists text pages as “406-328”

Page 37 reports 7 hours skills/clinical during the week but lists no objectives

Attempting to deliver an intensive course of complicated and important content to entry level students over the period of one week is not using sound educational principles related to adult learning theory. There is no opportunity for retention or application of important content. While it may be helpful to begin the program with some content related to Anatomy and Physiology, it will be of greater benefit to the learner to include some application, and, therefore, context of the content. One approach is to provide a brief overview of anatomy and some principles of physiology, followed by integrating other Anatomy and Physiology content with content related to nursing care of body systems.

Further, as proposed, Day 1 of the program is an entire day of lecture on anatomy and physiology. This does not provide time for student to student or student to instructor interaction and exchange, which is known to be helpful in engaging adult learners and identifying learning needs of individuals.

2) 20 hours Introduction to Psychology

This course purports to deliver an introduction to psychology in 20 hours during the second week of the program. It covers approximately 220 pages of a text and it proposes to introduce psychology, including various theories regarding development, personality, and defense mechanisms, but without any opportunities for application. This course covers complex concepts prior to the introduction to patients.

3) 18 hours Growth and Development

This course, delivered in 17 hours in the second week of the program begins with an examination of family, covers a variety of developmental theorists, characteristics of the newborn and physical newborn care, and then proceeds through the various stages of human life. The details of newborn characteristics and newborn care, as presented in the

topic outline, will not be as relevant to the learner as it would be if presented during content on pediatric nursing, which occurs much later in the curriculum.

The course ends with one hour covering communicable diseases and immunizations. This important content is misplaced, without context or application, and not likely to be retained. Basics regarding transmission of infectious diseases would be an important topic in Fundamentals of Nursing, where application is possible.

4) Fundamentals of Nursing and Nutrition with Fluid and Electrolytes  
(Reported as 64 hours theory and 171 lab/clinical hours of Fundamentals and 12 hours theory of Nutrition)

Beginning in week three, this course is presented over seven weeks and begins with basic background information regarding nursing and it notes the conceptual framework of the curriculum. However, it presents complex concepts, such as law and ethics and end of life issues, before basic introductory concepts, such as communication, are covered. As presented, the proposed course would have students assisting with nutrition before any nutrition or feeding content is covered, it would have students “identify a patient’s condition” in skills lab prior to any didactic content on assessment, and it asks students, by way of clinical objectives, to teach patients, identify a culturally influenced component of an assigned patient, and perform data collection prior to instruction on assessment, communication, or even asepsis. As proposed, students would be in a clinical site before learning hand washing techniques, and they would be identifying a nursing diagnosis before practicing physical assessment in the skills lab. Before learning basic caregiving in the skills lab, such as bed making, assisting with bathing, feeding, elimination, ambulation, and use of heat and cold therapy, students are asked to formulate a nursing care plan, evaluate outcome of a patient, and document nursing care of a patient in the clinical setting. As such, the proposed curriculum does not adhere to CCR section 2533(c), which states:

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

While total theory hours have not been counted, it is noted that the proposed instructional plan does not clearly specify if clinical objectives are to be accomplished in skills lab or clinical site in some cases and it is noted that the number of hours of skills lab and clinical site hours is inconsistent in some cases of those seven weeks.

Beginning in week nine, the proposed curriculum would cover 12 hours of nutrition content. This occurs after students are helping patients with food and eating in the clinical area. In this, CCR section 2533(a) is not observed in that theory and clinical are not well correlated

## Term 2: Medical – Surgical Nursing I

1) During the tenth week of the program, this topic consists of six hours of content on Pharmacology that covers basic math (3 hours), pharmacology related definitions and drug classifications (1/2 hour), sources of drug standards and information (1/2 hour), principles of drug action (1/4 hour), four stages of drugs (1/2 hour), six types of drug actions and six rights to medication administration (**1/4 hour**), factors influencing drug action (1/2 hour), drug interactions and patient education related to medication therapy (1/2 hour). Methods of administration are not covered with the six rights and there is no skills lab practice of medication administration.

No content related to patient education is identified prior to the objective related to applying patient education to medication therapy. While week 5 of the proposed curriculum lists ½ hour as “PE” (meaning patient education), the listed theory objective is “List 4 methods to prevent infection.” Therefore, students will not have had an opportunity to study and practice content related to patient education, a required content area.

2) Beginning with the integumentary system, the curriculum proposes to review related anatomy and physiology, types of skin disorders, diagnosis and treatment of skin disorders, and nursing care of skin disorders. The proposed instructional plan describes eight hours in the skills lab with demonstrating assessment of the skin of a “client” (quotes in the document) and then describes students in the clinical setting providing wound care, dressing changes, and administering medications. There is no mention of skills lab practice of medication administration, wound care, or dressing changes.

Following this pattern, the musculoskeletal system is covered. For the respiratory system, students are taken back to the skills lab for tracheostomy care and suctioning prior to exploring these skills in the clinical setting. The clinical objective of “Utilizing the nursing process, demonstrate care of a client with a respiratory disorder in a given scenario,” as listed for skills lab, does not provide specific objectives for students to practice prior to entering the clinical site. There are no clinical objectives identifying the practice of administration of respiratory treatments, medications, or oxygen in the skills lab. In week 15, clinical objectives list, “return demonstration of proper handling of medications” as a task for the clinical site; this has not been identified in the skills lab prior to the clinical site. Clinical objectives list participation in CPR in the clinical site but there is no identification of practice of this in the skills lab prior to introducing the clinical objective in the clinical setting.

Students are introduced to cardiovascular disorders in week 16. The skills laboratory objective of “Utilizing the nursing process, demonstrate care of a “client” [quotes on this word as in the document] with a cardiovascular disorder, in a given scenario” does not provide specific objectives for students to practice prior to entering the clinical site. It would also seem to be a virtual or simulation objective. Week 17 includes a clinical objective for the clinical site that calls for students to administer medications to a client

with CHF; pharmacology related to cardiovascular disorders is not discussed until week 18.

In week 19, students begin study of hematopoietic system disorders. The clinical objective listed for the clinical site is "Utilizing the nursing process as a guide, demonstrate care of a "client" [quotes on this word as in the document] with blood disorder in a given scenario." This objective does not identify specific skills and would seem to be a virtual or simulation objective, rather than an objective for a clinical site.

Also in week 19 is a clinical objective which states, "Administer medications, noting actions, side effects, and adverse effects, and monitor the same after medication administration to a client with hematopoietic system disorder." Theory content does not identify pharmacology related to hematopoietic system disorders.

In week 20, students study lymphatic system disorders. Page 250 of the proposed instructional plan lists both skills lab and clinical hours for the same for hours. During those four hours, the listed objectives are again related to a "client" in a given scenario and are otherwise objectives related to didactic content. They begin with "verbalize knowledge . . ." Further, the clinical objectives for week 21, also listed on the proposed instructional plan as the lymphatic system disorders, are not related to the listed theory content, which is allergies. The objectives are:

Maintain professionalism at all times.

Utilizing the nursing process, assess assigned clients in a given scenario with allergies.

Demonstrate effective use of time and resources when providing care to clients.

Report client care and status to charge nurse.

The listed objectives, while excellent general objectives, appear to be misplaced. Other clinical objectives for week 21 include care of clients with organ transplantation. It is not clear this objective could be accomplished in the clinical sites utilized by the program.

Throughout Medical – Surgical content in Term 2, pharmacology content is sometimes credited as Medical – Surgical content and sometimes as pharmacology content. A total of 10.5 hours of pharmacology content was clearly identified as such. This is not consistent with the listing of 16 hours in the Summary of Instructional Plan Program Hours.

### **Term 3: Medical – Surgical Nursing II**

In week 22 of the proposed instructional plan, on page 260, the students begin theory content related to medication administration and pharmacology. Listed as totaling six hours of didactic content, the outline includes topics such as drug action across the life span, drug distribution, drug metabolism, nursing implications when monitoring drug therapy, application of the nursing process to the patient's pharmacologic needs, patient education related to medication therapy, and material related to dosages and calculations.

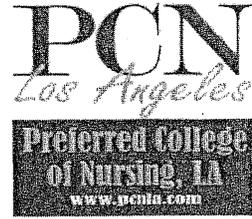
According to the proposed curriculum, students have been administering medications since the tenth week of the curriculum. This violates CCR section 2533(a) and (c). The content delivered in week 22 is content that is required in order to safely administer medications to patients in the clinical setting.

Due to the nature and extent of problems identified with the proposed curriculum, further detailed analysis was not conducted. However, the following additional problems were identified in the proposed curriculum:

1. Required content areas are not clearly identified on the accompanying Summary of Instructional Plan Program Hours or the Content Hours Worksheet by Term. Thus, not all areas of required content are accounted for;
2. To prevent confusion, clinical objectives must clearly identify the location (skills lab or in a clinical site) where the objectives are to be accomplished. This is not consistently identified throughout the proposed instructional plan.
3. Term 3, Medical – Surgical Nursing II, page 303 states it is Term IV, Medical – Surgical Nursing III, which is from the old curriculum;
4. Term 3, Medical – Surgical Nursing II, page 324: Mental Health Nursing is included in Sensory System Disorders of Term 3. This page states it is Term I of Mental Health Nursing, which is from the old curriculum;
5. There are no clinical objectives for what is listed as 40 hours of content related to Mental Health Nursing. While mental health clinical sites may not be available, students can be assisted to identify mental health issues in any clinical site. In the absence of clinical objectives related to 40 hour of Mental Health Nursing, section 2533(a) is violated.
6. Term 4, Specialty Nursing Studies on page 344 states it is Term 2 Gerontology, which is from the old curriculum;
7. Term 4, Specialty Nursing Studies on page 409 states it is Term I.
8. In the last week of the instructional plan, the students are introduced to NCLEX-PN® and computerized adaptive testing. This should have been introduced early in the curriculum. Further, it is credited as Career Opportunities content, which is incorrect.
9. It was also noted that maternity clinical objectives were either didactic in nature, not likely to be achieved due to lack of available clinical facilities, and/or reflected skills lab experiences for which equipment was not available during the recent program survey visit.
10. Most of the learning objectives as listed are related to lower levels of the cognitive domains, knowledge and comprehension. Learning objectives involving application of content, including didactic content, will assist the learner with critical thinking, success on the NCLEX-PN®, and to function as a safe and effective provider of nursing care.

## Agenda Item #6.B.1., Attachment D

PREFERRED COLLEGE OF NURSING, LOS ANGELES  
 3424 Wilshire Blvd., Suite 1100 Los Angeles, CA 90010  
 Phone: (323) 857 – 5000 Fax: (323) 857 – 5010  
 www.pcnla.com



February 24, 2015.

Ms. Donna Johnson, RNP, MS, MA  
 Nursing Education Consultant  
 Board of Vocational Nursing and Psychiatric Technicians  
 2535 Capitol Oaks Drive Ste. 205  
 Sacramento, CA 95833

Re.: Response to recommendations – February 2015 meeting

Dear Ms. Johnson,

Please find below the responses to the recommendations adopted by the Board of Vocational Nursing and Psychiatric Technicians (“Board”) on the February 2015 meeting.

**Recommendation # 1 – correction of deficiencies of the following sub-items**

- a. List of current faculty, dates of employment, teaching assignment

<u>Current instructors:</u>	<u>Scheduled Assignments:</u>	<u>Dates of Employment</u>
Balatico, Warren, LVN	T. 1- 4 (FON*, M/S) (theory/clinical)	03/10/2012
Caniete, Edwin, LVN, BS, MBA	T. 1 – 4 (FON*, M/S) (theory/clinical)	05/20/2010
Chapman, Bill	T.1 (G& D*, MH*) (theory)	04/21/2003
Cuyco, Fleurdeliza, CPHT, BS, MD	T.1 (A & P*; Nut *, Pharm [54 hrs]) (theory)	01/05/2006
Dalida, Ruth Agnes, LVN, BS	T. 1, 2 (FON*, M/S) (clinical)	06/09/2006
Goodrich, Priscilla, RN	T. 3, 4 (FON*, Ger*, CD*, Pharm; M/S) (theory/clinical)	06/25/2011
Fonville, Danielle, RN	T. 1-4 (G&D*, MH* Nut*, FON*, Ger*, CD*, Pharm, MS, L&S, Carr. Ops) (theory/clinical)	02/17/2015
Johnson, Renee, RN, MSN	T. 2-4 (Pharm, M/S, L&S) (theory)	08/31/2006
Mathews, Julie RN, MSN, PHN	T. 1 – 4 (G&D*, MH* Nut*, FON*, Ger*, CD*, Pharm, MS, L&S, Carr. Ops) (theory)	04/14/2010
Nicolas, Vanessa, RN, MSN	T. 4 (M/S, L&S, Pharm, Mat, Peds, Carr.Ops) (theory/clinical)	05/18/2004
Resurreccion, Lena, BSN	T. 1 – 4 (G&D*, MH* Nut*, FON*, Ger*, CD*, Pharm, MS, L&S, Carr. Ops) (theory/clinical)	09/05/2009
Sanchez, Bernard M, RN, PHN, MSN, MBA	T. 1 – 4 (G&D*, MH* Nut*, FON*, Ger*, CD*, Pharm, MS, L&S, Carr. Ops) (theory/clinical)	09/20/2001
San Luis, Romeo, RN, BS	T. 1 – 4 (FON*, Ger*, CD*, Pharm, MS, L&S, Carr. Ops) (theory/clinical)	12/02/2002
Villafuerte, Art	T. 2-4 (M/S) (theory)	07/01/2006
Yu, Christian, LVN, BS	T. 2 – 4 ( M/S) (theory/clinical)	06/05/2013

\* - for past and future classes, as the existing class is in Term 2 and the class is offered prior to that.

b. Evaluation of clinical facilities

As stated in the response submitted to the Board in December 2014, the current evaluation of clinical facilities policy was designed to be performed in multiple steps. Below, we are providing the steps within this policy along with proof of completion of each of them:

- a) *Prior to assignment, the program director determines what are the skills that the students need to practice based on the instructional plan and the clinical facilities available – see clinical site evaluation form completed prior to commencement of rotation for VN 43, Term 1. The program director assessed Brier Oak and determined that such site was appropriate for the skills that students needed to practice from 11/16/2014 to 01/18/2015. (Attachment 1)*;
- b) *When assigning an instructor – who typically has experience in the facility, the program director discusses with him/her what to expect in the facility and how to ensure the students are exposed to skills to be performed during the rotation – see faculty meeting minutes dated 1-24-15; and email exchange between Program Director and instructor (Attachment 2)*;
- c) *The program director then visits the clinical site during a rotation to observe the interaction of students/instructors and their patients – see Facility visit notes and a Clinical Site Observation form completed (Attachment 3)*;
- d) *The program director discusses with the instructor the findings of the visit – see faculty meeting minutes last January 24, 2015 (Attachment 2)*;
- e) *Analysis of the clinical packet to assess what skills were practiced to determine whether the facility addresses the need of the assigned term or if it must serve as a rotation at another point within the program – See clinical site End of Rotation Clinical Evaluation and sample copy of a completed Term1 Clinical Evaluation packet (Attachment 4)*.

Please note that these steps are being followed for each clinical site that the VN students will attend for their rotation. The documents attached are an example to demonstrate that each step in our policy is being observed and additional documents will be provided at the request of this Board.

c. Sufficiency of program resources

The violation and subsequent recommendation pertain to the lack of supplies and organization in the skills lab. In December 2014, a list of existing supplies and items to be purchased was submitted to the Board along with pictures of the freshly organized cabinets.

As the Board was not able to identify all the supplies listed in our response, we are hereby providing proof that the supplies identified on the list (up to/including Term 2) have been acquired. Plus, the list has been updated to show what other supplies need to be purchased and the timeframe for that – see attached inventory/to-purchase list (Attachment 5).

d. Methods of facilitating accomplishment of competency – based clinical objectives in currently utilized clinical sites

To ensure the clinical objectives (Clinical Performance Evaluation packet) were properly accomplished by the students, we've revised them and have separated them according to each clinical

site to be attended. The director of nursing had multiple face-to-face meetings with the respective facility director of nursing/education to discuss site-specific clinical objectives that needs to be achieved by the students rotating at the site. In addition to that, the objectives are now broader but tailored down to the facility demographics thereby ensuring that such objectives are realistic and achievable – see clinical objectives (Clinical Performance Evaluation packet sample **Attachment 6**).

To further ensure correlation of theory topics and clinical experience, effective immediately, the class syllabi, theory and clinical objectives are first, emailed to the instructors assigned to the theory and/or site; second, discussed with the instructor prior and during the rotation, ensuring that (s)he has the ability to creatively utilize clinical scenarios to expand the student knowledge, and third, the objectives and daily patient assignments are posted in the nursing station by each group's assigned team leader in the clinical site. The instructor is taught and encouraged to utilize the pre-conference time to assign appropriate patients to students, and post-conference time to discuss variations of the existing clinical disorders and stimulate application of theory to these virtual scenarios. More specifically, instructors are taught to use the post-conference time to do the following:

- i. Simulate end of shift oral report;
  - ii. Recap on patient care activities for the day and provide clarification as needed;
  - iii. Creatively simulate case scenarios to demonstrate / return-demonstrate skills that were not available at the time
  - iv. Incorporate NCLEX-PN style questions as appropriate
- e. Revised remediation policy that includes appropriate follow-up of students and oversight by the program director

The existing remediation policy states that:

*"A student who fails to achieve the minimum satisfactory grade of 75% in a course will be required to take a remedial test. However, in order to be authorized to test, the student must demonstrate that s/he completed the assignments determined by the instructor to address the weaknesses in the subjects to be remediated. The date of the remedial test is determined by the Education Department (usually approximately one week after the grade has been released), but it is the student's responsibility to follow-up with that Department to obtain the precise date when the test will take place. There is no remediation for the clinical portion of the courses.*

*The maximum score a student may obtain in a remedial test is 75%. In other words, if a student scores above 75%, the grade will still be capped at 75%.*

*If the result of the remedial test is lower than 75, and therefore, lower than the original grade, the higher of the two grades will prevail. Both the original and remediation grades would be reflected on student's transcript of records*

**For VN Students only:**

*Students are only allowed to take a limited number of remedial tests per term, as it follows:*

- *Terms I and IV – 2 remedials per term*
- *Terms II and III – 1 remedial per term"*

The Board understood that there was no involvement of the Program Director and the current policy needed to include follow-up of students. To address those issues, we would like to clarify that the portion of the policy above underlined is currently handled solely by the Program Director. In other words, when a student fails a course, (s)he is required to meet with the Program Director (instead of meeting with the instructor) to identify the areas of weaknesses and receive the assignments to ensure retention of the content of the course that was not fully absorbed.

Once the areas as determined, the Program Director will assign the tasks to the students, which may include the following:

- additional tutoring sessions (instructor must document topics addressed in each designated session)
- watching video tutorials(if in school, instructor must document the video/time watched; if from ATI, a printout from the system will serve as proof of completion)
- reading assignments
- completion of supplemental homework (Program Director will specify the homework, which must be turned in and receive a grade of 75% or more to be valid)
- supplemental practice tests

To ensure all these steps are documented, a new form has been developed and will be utilized by the Program Director to summarize the required tasks and ensure proper completion thereof. Only upon ensuring adequate completion, the student will be authorized to take the test that will serve as a remedial grade, replacing the original end of course grade.

We believe that these steps ensure that the students will be adequately guided by the program director and would only be allowed to test once the steps to ensure knowledge attainment have been properly taken.

#### **Recommendation #2 – Submission of Faculty/Student Clinical Assignment Form**

The BVNPT requested us to submit the Faculty/Student Clinical Assignment Form for the Maternity and Pediatric Courses.

We are hereby providing the form regarding the Pediatric Course (**Attachment 7**), since the facility has been secured and approved.

As for the Maternity Course, as we will discuss below, as the facility has not yet been secured, we will provide that form as soon as the facility agrees to serve as a clinical site for our students and receives Board approval for that.

#### **Recommendation # 3. Faculty Approval/Notice of Termination for Mr. Johnny Johnson**

Upon notification that the Board has not received the Faculty Approval for instructor Johnny Johnson, the school decided to no longer assign any VN classes to Mr. Johnson. As he still has approval from CDPH, he may still receive assignments to teach as necessary on the NA/HHA program. For that reason his employment will not be terminated with PCNLA. Proof of separation with the VN Program is enclosed as (**Attachment 8**).

#### **Recommendation #4. Clinical Facility Applications**

We've been persistently attempting to secure new facilities to enhance the clinical experience of our students. Recently, we've obtained approval from the Board to utilize 3 different sites (to wit, Centinela Valley Endoscopy Center, West Covina Healthcare Center, and San Fernando Post-Acute Hospital), which will certainly contribute to that purpose.

We are also in a promising conversation with St. John's Well Child & Family Center, which controls a Maternity and multiple Pediatric sites. While we haven't secured an agreement yet, we are confident that this possibility is realistic, and a meeting with the Director will be held on 03/06/2015. We will keep the Board apprised on the results of these efforts. For the time being and to show our efforts, an email exchange is enclosed as **Attachment 9**, attesting that the site has received our request and is open to discuss it, confirming the meeting next week.

**Recommendation # 5. Names of enrolled students**

The Board has requested us to provide the names of all enrolled students, dates of admission, placement in curriculum and expected dates of graduation. The information is provided herein below:

Student	Program/Class/ total of hours in the program	Start Date	End Date	Current Placement: Term/Hrs attended to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████ ██████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████ ██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████ ██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date
██████████	VN/ Class 43/ 1550 hrs	9/30/2014	10/26/2015	Term 2 – 620 hrs completed to date

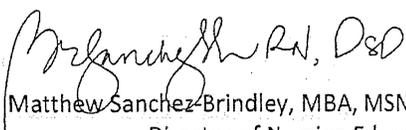
**Recommendation # 6 – Compliance to all previously issued corrections**

PCNLA is committed to provide a better quality program to the community. The recommendations of the Board are being closely regarded and steps are taken to meticulously correct all remarked issues.

We will continue to comply with all corrections and recommendations and hope to have an exemplar program in the next few months.

We appreciate the guidance provided and the continuous support of this Board.

Sincerely,

  
Bernard Matthew Sanchez-Brindley, MBA, MSN, RN  
Director of Nursing Education  
Preferred College of Nursing, LA

Enclosed attachments:

- 1) Attachment 1: Clinical Site Evaluation form;
- 2) Attachment 2: Faculty Meeting Minutes – January 24, 2015 (9 pages);
- 3) Attachment 3: Facility Visit Notes (2 pages), Clinical Site Observation form (1 page);
- 4) Attachment 4: End of Rotation Clinical Evaluation form (1 page); Sample Clinical Evaluation packet (5 pages);
- 5) Attachment 5: Equipment Inventory Terms 1-4 (6 pages);
- 6) Attachment 6: Clinical Performance Evaluation packet (6 pages);
- 7) Attachment 7: Pediatric-Faculty/Student Clinical Assignment;
- 8) Attachment 8: Proof of email - Faculty Approval/Notice of Termination for 
- 9) Attachment 9: Clinical Facility – Maternity – email thread (4 pages)

**ATTACHMENTS REDACTED BY BOARD STAFF**

## Agenda Item #6.B.1., Attachment E



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

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945  
Phone 916-263-7800 Fax 916-263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



### CERTIFIED MAIL

March 11, 2015

Bernard Mathew Sanchez, Director  
Vocational Nursing Program  
Preferred College of Nursing, Los Angeles  
3424 Wilshire Boulevard, Suite 1100  
Los Angeles, CA 90010

Dear Mr. Sanchez,

On February 23, 2015, the Board of Vocational Nursing and Psychiatric Technicians (Board) forwarded to you, per certified mail, the *Notice of Change of Provisional Approval Status* of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program. The program's receipt of the *Notice* on February 25, 2015, was confirmed by the U.S. Postal Service. The *Notice* specified areas of identified noncompliance and corrections required of your program in order to avoid losing approval completely.

As specified in the *Notice*, Corrective Action #5 states that the program shall submit documentation of faculty assignments and clinical placements as directed on the Faculty/Student Clinical Assignment form, on the Maternity Faculty/Student Clinical Assignment form, and on the Pediatric Faculty/Student Clinical Assignment form, no later than **March 1, 2015**.

To date, the Pediatric Faculty/Student Clinical Assignment form was received by the Board on March 1, 2015.

You have failed to provide the required documentation of the Maternity Faculty/Student Clinical Assignment form for currently enrolled students and you have failed to provide the required documentation of the Faculty/Student Clinical Assignment form for currently enrolled students.

As specified in the *Notice*, Corrective Action #7, the program was required to submit Clinical Facility Applications for intended facilities no later than **March 1, 2015**.

To date, no Clinical Facility Applications for Maternity or Pediatric Nursing have been received.

Failure to comply with required corrections may cause the full Board to revoke the program's approval.

You may wish to schedule an appointment to further consult with Board representatives at our headquarters in Sacramento or by telephone.

Sincerely,

*Donna G. Johnson*

Donna G. Johnson, RNP, MS, MA

Nursing Education Consultant

[donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)

916-263-7842

## Agenda Item #6.B.1., Attachment F

**Johnson, Donna@DCA**

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**From:** Johnson, Donna@DCA  
**Sent:** Wednesday, March 11, 2015 10:38 AM  
**To:** Bernard Sanchez  
**Cc:** Garcia, Dannetta@DCA  
**Subject:** Regarding Class Requests  
**Attachments:** Blank Enrollment Data Table.doc; Copy of Blank Faculty and Facilities Form 7-26-10.xls; FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc; MATERNITY FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc; PEDIATRIC FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc

**Importance:** High

Bernard –

In response to the email request, received from you on Monday, March 9, 2015 and pasted below:

*I was hoping to touch base with you and ask for the next step for me to take regarding our request to start a new class per the Executive Director's discretion. Please let me know.*

I have left messages for you at the school twice this week. I would be happy to speak with you about the next steps and you may wish to confer via telephone before completing the necessary documents that must accompany a request to admit students.

Failing a phone conference, I am attaching the requisite forms:

- 1) Complete the Enrollment Data Table, following the instructions on the form
- 2) Complete the Faculty and Facilities form, listing only current and active faculty and facilities
- 3) Complete the Faculty Student Clinical Assignment form, following the instructions on the form (list students individually)
  - a. Use this form for all clinical experiences that are NOT maternity and pediatric nursing
  - b. List all planned clinical experiences for proposed students, following the directions on the form
  - c. List all planned clinical experiences for currently enrolled students, following the directions on the form
- 4) Complete the Maternity Faculty Student Clinical Assignment form, following the instructions on the form (list students individually)
  - a. Use this form for currently enrolled students
  - b. Use this form for planned maternity clinical experiences for proposed students
- 5) Complete the Pediatric Faculty Student Clinical Assignment form, following the instructions on the form (list students individually)
  - a. Use this form for currently enrolled students
  - b. Use this form for planned pediatric clinical experiences for proposed students

When any program requests to admit students, it is necessary for the program to have obtained Board approval for adequate clinical facilities prior to submitting the request. As the Board is carefully evaluating clinical facilities, allow adequate time for processing clinical facility applications. In general, programs are informed that, once submitted, it can take up to TWO months to evaluate a request to admit students, prepare the report, and schedule a review with the Executive Officer. This should be considered when requesting start dates for classes.

Please do not hesitate to call with any questions you may have.

Donna

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
Email: [donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)  
Phone: 916-263-7842  
Fax: 916-263-7866

## Johnson, Donna@DCA

---

**From:** Johnson, Donna@DCA  
**Sent:** Wednesday, March 11, 2015 12:49 PM  
**To:** Bernard Sanchez  
**Cc:** Garcia, Dannelta@DCA  
**Subject:** PCN-LA.3.11.15 Phone Conversation

Bernard –

Thank you for taking the time to speak with me this morning. This email will summarize our phone conversation of earlier today.

We discussed the process by which a program puts forward a request to admit students and I reviewed the forms sent to you by email to be used for this purpose. We discussed the larger issue of the need for adequate clinical facilities. Further, we discussed the timeline for putting forward admission requests, including the upcoming May 2015 Board meeting.

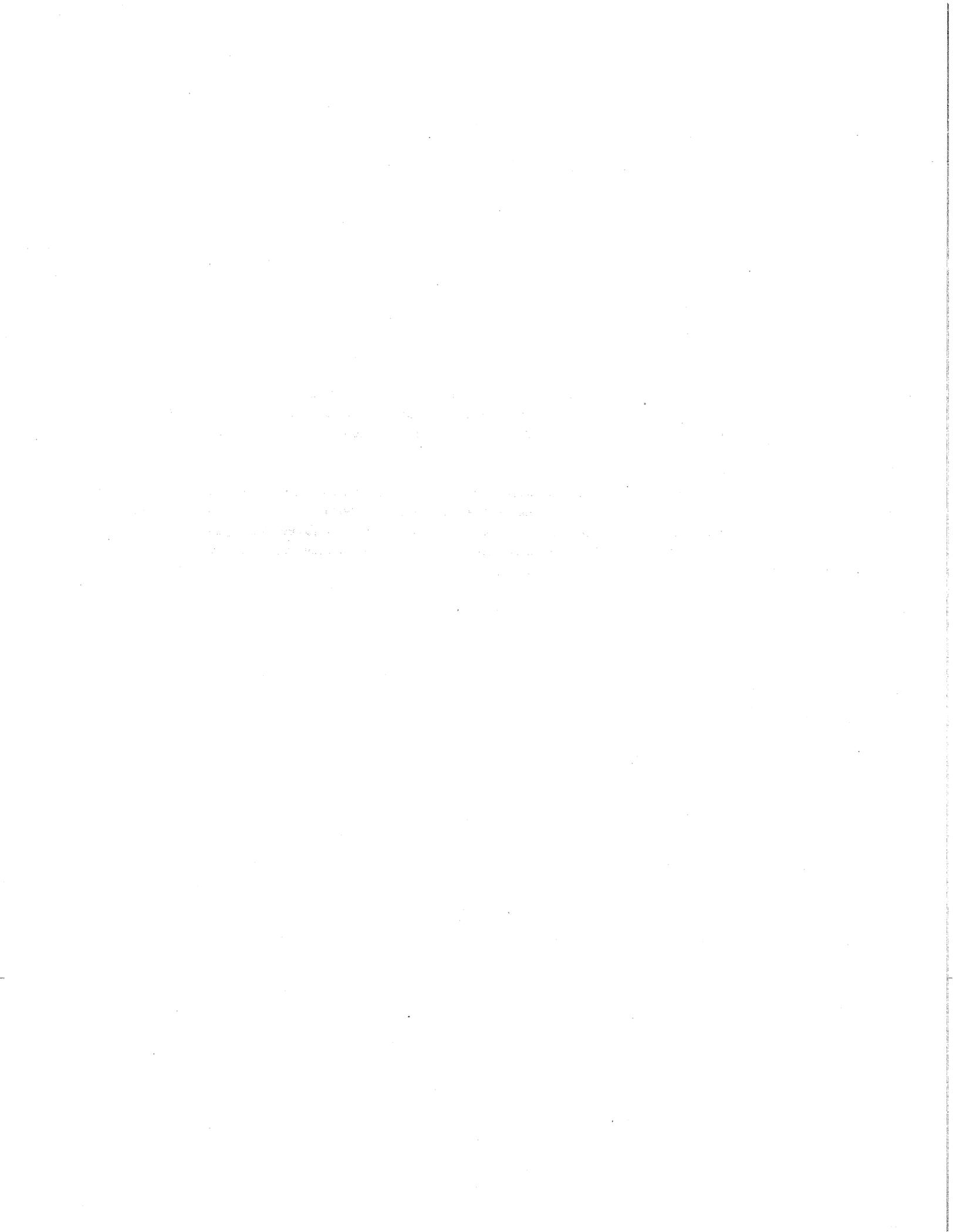
You informed me that the work to secure maternity clinical facilities continues and that you are seeking consultation regarding curriculum revisions. I discussed that you will be receiving a letter, via certified mail, regarding the failure to provide some of the documentation, specifically clinical assignment plans, that was required as Corrective Actions in the Notice of Change in Approval Status that you received on February 25, 2015. I encouraged you to call with questions as you consider an admission request, or other aspects of the program.

Finally, I am sorry to learn of the recent death of your family member.

Please let me know if you have any questions or concerns.

*Donna*

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
Email: donna.johnson@dca.ca.gov  
Phone: 916-263-7842  
Fax: 916-263-7866



## Agenda Item #6.B.1., Attachment G

Johnson, Donna@DCA

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**From:** Johnson, Donna@DCA  
**Sent:** Tuesday, May 12, 2015 8:51 AM  
**To:** BSanchez@pcnla.com  
**Cc:** Garcia, Dannela@DCA; Anderson, Cheryl@DCA  
**Subject:** PCN-LA.5.12.15 Admission Request Materials  
**Attachments:** Blank Enrollment Data Table.doc; Copy of Blank Faculty and Facilities Form 7-26-10.xls; FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc; MATERNITY FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc; PEDIATRIC FACULTY STUDENT CLINICAL ASSIGNMENTS 8.11.14.doc

**Importance:** High

Bernard –

This email is in response to the question you asked on May 12, 2015:

“I am wondering if we can go over the forms necessary to continue with our intent to start a new part time class for June 23, 2015 for the Executive Officer’s consideration and approval?”

I am happy to review forms and process regarding a request to admit students. However, as stated in the *Notice of Change in Approval Status* that was sent to you via certified mail on February 23, 2015, the decision of the Board at the February 2015 meeting was “If the program corrects, and submits documents substantiating the correction of, all identified violations to the satisfaction of the Board staff, then, prior to the May 15, 2015 Board meeting, the Executive Officer may consider and act on one (1) request from the program to admit a single class.”

Be advised that it is now May 12, leaving only two days.

Following is a list of what is necessary to process a request to admit students:

- 1) Submit a brief letter with specific request
- 2) Submit completed Faculty/Student Clinical Assignment Forms, Maternity Faculty/Student Clinical Assignment Forms, and Pediatric Faculty/Student Clinical Assignment Forms for
  - a. All current students
  - b. All requested students
- 3) Submit updated faculty and facility worksheets, listing only current faculty and facilities
- 4) Submit an updated Enrollment Data Table
- 5) Due to previously identified violations, it will be necessary for you to address all violations listed in the February 2015 report to the Board.

Given that the Acting Executive Officer will be attending the first day of the Board meeting, which is Thursday, May 14, that leaves today and tomorrow as “prior to the May 15, 2015 Board meeting.” Be advised that processing a request to admit students involves generating a report regarding the request and review of that report by this consultant’s supervisor. You are most certainly free to submit materials but you may wish to consider that the likelihood of completion of a report and review by all parties prior to May 15 is very small. The next opportunity to request to admit students will be at the August 2015 Board meeting. The deadline to submit requests for that meeting is June 15, 2015. The same forms and process applies to a request presented at the August 2015 Board meeting.

I have attached the relevant forms. Please let me know if you have any questions. Kindly acknowledge receipt of this email.

Donna

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
Email: [donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)  
Phone: 916-263-7842  
Fax: 916-263-7866

# Agenda Item #6.B.1., Attachment H



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

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



## CERTIFIED MAIL

June 15, 2015

Bernard Mathew Sanchez, Director  
Vocational Nursing Program  
Preferred College of Nursing, Los Angeles  
3424 Wilshire Boulevard, Suite 1100  
Los Angeles, CA 90010

### ***Subject: Program Approval Status***

Dear Mr. Sanchez,

On February 23, 2015, the Board of Vocational Nursing and Psychiatric Technicians (Board) forwarded to you, per certified mail, the *Notice of Change of Provisional Approval Status* of the Preferred College of Nursing, Los Angeles, Vocational Nursing Program. The program's receipt of the *Notice* on February 25, 2015, was confirmed by the U.S. Postal Service. The *Notice* specified areas of identified noncompliance and corrections **required** of your program in order to avoid losing approval completely.

As specified in the *Notice*, Corrective Action #5 states that the program shall submit documentation of faculty assignments and clinical placements as directed on the Faculty/Student Clinical Assignment form, on the Maternity Faculty/Student Clinical Assignment form, and on the Pediatric Faculty/Student Clinical Assignment form, no later than **March 1, 2015**.

The Pediatric Faculty/Student Clinical Assignment form was received by the Board on March 1, 2015.

As of this date, June 15, 2015, you have failed to provide the required documentation of the Maternity Faculty/Student Clinical Assignment form for currently enrolled students and you have failed to provide the required documentation of the Faculty/Student Clinical Assignment form for currently enrolled students. As such, you have failed to comply with Corrective Action #5.

Corrective Action # 10 of the February 23, 2015 *Notice* requires the program to:

Submit follow up reports in nine (9) months, but no later than **June 1, 2015**, and 21 months, but no later than **June 1, 2016**. The reports must include a comprehensive analysis of the program, specific actions taken to improve pass rates, timeline for

implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:

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

As of this date, June 15, 2015, you have failed to provide the required report. As such, you have failed to comply with Corrective Action #10.

As noted in the *Notice* of February 23, 2015, Corrective Action #13 states that failure of the program to take any of these corrective actions may cause the full Board to revoke the program's approval.

The Board is scheduled to consider the following elements relative to the ***Preferred College of Nursing, Los Angeles, Vocational Nursing Program*** on **August 21, 2015**:

- Reconsideration of Provisional Approval

In preparation for that meeting, information is requested relative to the program's enrollment, approved faculty, clinical resources, and other critical program resources. Please complete and submit the attached forms by **June 30, 2015**.

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

Sincerely,

*Donna G. Johnson*

Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant

*Attachments:*

- Blank Enrollment Data Table
- Blank Faculty/Student Clinical Assignment Form
- Blank Maternity Faculty/Student Clinical Assignment Form
- Blank Pediatric Faculty/Student Clinical Assignment Form

## Blank Faculty and Facility Worksheet

# Agenda Item #6.B.1., Attachment I



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

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945  
Phone 916-263-7800 Fax 916-263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



June 19, 2015

Bernard Mathew Sanchez, Director  
Vocational Nursing Program  
Preferred College of Nursing, Los Angeles  
3424 Wilshire Boulevard, Suite 1100  
Los Angeles, CA 90010

Dear Mr. Sanchez,

The Board of Vocational Nursing and Psychiatric Technicians (Board) is in receipt of the clinical facility application for Mosaic Gardens at Huntington Park. This application was received by the Board on June 17, 2015. The application was submitted for maternity and pediatric nursing clinical experience.

On June 18, 2015, the assigned consultant spoke with the designated contact for the facility. Mosaic Gardens at Huntington Park is a Mental Health Services Administration apartment building for homeless Transition Age Youth aged 18-25 with a mental illness. Mental health and case management services are provided to the residents. According to the designated contact at the site, no nursing or medical care is provided on site. According to the designated contact at the site, the facility has no equipment to provide nursing or medical care. The contact at the site reported that sick children are scheduled appointments at medical clinics and maternity care for the pregnant residents is provided at medical clinics. At the time this consultant spoke with the designated site contact, she was aware of two pregnant individuals currently residing at Mosaic Gardens at Huntington Park.

According to the contact at the site, the intention was for vocational nursing students to provide education to pregnant residents and parents of children residing at Mosaic Gardens at Huntington Park. Given the intentions of the contact at the site, given the lack of nursing or medical care at the site, and given the absence of any nursing or medical equipment at the site, it would not be possible to accomplish objectives you have attached to the clinical facility application. Specifically, students would not be able to:

- 1) Perform a head-to-toe assessment on an infant, toddler, or preschooler
- 2) Assist with a pediatric assessment process that included physical assessment, vital signs, height and weight
- 3) Assist in the care of child with an acute disorder
- 4) Perform maternal assessment that included fundal status and assessment of fetal health
- 5) Assist in postpartum care.

In keeping with the intentions of the facility as described by the designated contact at the site on June 18, 2015, in maintaining consistency with the nature of the residential facility, and in maintaining consistency with the scope of vocational nursing practice, the students, under supervision of a Registered Nurse, would be able to assist in the development and implementation of teaching plans related to normal maternity care, childhood immunizations, and normal growth and development.

As such, the clinical facility application for Mosaic Gardens at Huntington Park cannot be approved as submitted.

Should you wish to pursue use of this facility for maternity and pediatric clinical nursing experience, it will be necessary to revise the clinical objectives. In addition, given the low census at the site as described by the designated site contact, this site would accommodate very few students at any one time. Further, as no nursing or medical care is provided at this apartment residence, it will be necessary to demonstrate that students will have exposure to, and complete the majority of pediatric and maternity clinical experience at, pediatric clinical sites that provide care of sick children and maternity sites that provide obstetrical care, as noted in section 2533(b) of the Vocational Nursing Rules and Regulations and as noted in section 2882 of the Vocational Nurse Practice Act.

Please contact the Board should you have questions.

Sincerely,

*Donna G. Johnson*  
Donna G. Johnson, RNP, MS, MA  
Nursing Education Consultant  
[donna.johnson@dca.ca.gov](mailto:donna.johnson@dca.ca.gov)  
916-263-7842

## Agenda Item #6.B.1., Attachment J

PREFERRED COLLEGE OF NURSING, LOS ANGELES  
3424 Wilshire Blvd., Suite 1100 Los Angeles, CA 90010  
Phone: (323) 857 - 5000 Fax: (323) 857 - 5010  
www.pcnla.com



June 19, 2015

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833-2945  
Attn: Ms. Donna Johnson, RN, NEC

Dear Ms. Johnson:

I wanted to take this opportunity to thank you for anything and everything you have done throughout our time working together for our vocational nursing program. It has truly been a pleasure.

It is with heavy heart that I carry this sad news coming from our management. The Preferred College of Nursing, Los Angeles will officially be closing its Vocational Nursing program immediately after the current and last VN program has finished and graduated with us.

The one class with us is scheduled to finish their last Term 4 on October 26, 2015, as their graduation date.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bernard Matthew Sanchez, RN, D&amp;D'. The signature is fluid and cursive.

Bernard Matthew Sanchez, RN  
Director of Nursing/Instructor

## Agenda Item #6.B.1., Attachment K



LOS ANGELES CAMPUS  
3424 Wilshire Blvd., Suite 1100  
Los Angeles, California 90010  
Office (323) 857 – 5000  
Fax (323) 857 – 5010  
www.pcnla.com

June 20, 2015

Re: **Comprehensive Program Analysis – Preferred College of Nursing, LA**

Dear Ms. Johnson:

We acknowledge receipt of your email dated last Friday, 06-19-15. Previously, we have spent substantial amount of time analyzing our program. Please find below our follow up report in relation to the currently existing cohort:

### **A – ADMISSION CRITERIA**

The basic elements of PCNLA's admission criteria are as follows (there are documents required to be submitted by the applicants, but we understand they do not present an impact on the NCLEX rates, so we are only limiting our analysis to the pertinent ones):

- **Have a High School Diploma or GED**
- **Pass the Entrance Test**

#### **Action Plan – adopted: (current practice)**

For the current cohort, the school has been employing the CASAS test (Comprehensive Adult Student Assessment System) for that matter <https://www.casas.org/about-casas/our-mission>. Our benchmark is set only for those above 10<sup>th</sup> grade in math, reading and comprehension to be allowed in the program.

We are hoping that by being stricter than the in-house test, students will be naturally screened if they fail to pass the test. Plus, we only allow a limit of 2 retakes, well spread-out, to allow time for students to get better preparation that will serve not only for the exam, but especially for the program that is ahead.

### **B – SCREENING AND SELECTION CRITERIA**

Once the students complete the admissions steps, the school takes additional steps to ensure only qualified candidates are indeed admitted to the program.

#### **Action Plan – adopted: (current practice)**

- **Interview by the Program Director**

We have re-established the need to interview our prospective students in order to understand whether they are positive about their career choice, that they have the time and support system to enable them to focus on their studies. Plus, this serves as an opportunity for the Program Director to further explain school policies and school schedule to the students so they have multiple opportunities for an educated decision.

**C – TERMINAL OBJECTIVES (current practice)**

We have analyzed the Terminal Objectives of the program and have not identified any issues. The program has been designed to train VN and the terminal objectives ensure that upon completion of the program the students must be able to perform all those objectives, which correspond to what is needed for a VN to find and maintain a job, practicing the principles of safe nursing.

**D – CURRICULUM OBJECTIVES (current practice)**

As explained above, we believe that the objectives set out for the program are effective to prepare the students to become safe and competent nurses. However, this comprehensive review allowed us to find other areas that may be improved, as we will show below.

Accordingly, for the current cohort, PCNLA has been approved to impart the new curricular changes effective immediately. A summary of curricular changes are itemized herein:

Old Curriculum	New Curriculum
5 Terms	4 Terms
Term 1: <ul style="list-style-type: none"> <li>• Growth &amp; Development</li> <li>• Mental Health Nursing</li> <li>• Nutrition</li> <li>• Anatomy &amp; Physiology</li> <li>• Fundamentals of Nursing</li> </ul>	Term 1: <ul style="list-style-type: none"> <li>• Growth &amp; Development</li> <li>• Mental Health Nursing</li> <li>• Nutrition</li> <li>• Anatomy &amp; Physiology</li> <li>• Fundamentals of Nursing</li> <li>• Geriatric Nursing</li> <li>• Communicable Diseases</li> </ul>
Term 2: <ul style="list-style-type: none"> <li>• Pharmacology</li> <li>• Medical-Surgical Nursing I               <ul style="list-style-type: none"> <li>- Geriatrics</li> <li>- Emergency Nursing</li> <li>- Care of Surgical Pt.</li> <li>- Communicable Diseases</li> </ul> </li> </ul>	Term 2: <ul style="list-style-type: none"> <li>• Pharmacology I</li> <li>• Medical-Surgical Nursing I               <ul style="list-style-type: none"> <li>- Emergency Nursing</li> <li>- Care of Surgical Pt.</li> <li>- Integumentary System</li> <li>- Musculoskeletal System</li> <li>- Respiratory System</li> <li>- Cardiovascular System</li> <li>- Hematopoietic System</li> </ul> </li> <li>• Leadership &amp; Supervision</li> </ul>
Term 3: <ul style="list-style-type: none"> <li>• Medical-Surgical Nursing II               <ul style="list-style-type: none"> <li>- Integumentary System</li> <li>- Musculoskeletal System</li> <li>- Respiratory System</li> <li>- Cardiovascular System</li> <li>- Hematopoietic System</li> <li>- Lymphatic System</li> </ul> </li> </ul>	Term 3: <ul style="list-style-type: none"> <li>• Pharmacology II</li> <li>• Medical-Surgical Nursing II               <ul style="list-style-type: none"> <li>- Lymphatic System</li> <li>- Oncology &amp; Hospice</li> <li>- Gastrointestinal System</li> <li>- Nervous System</li> <li>- Sensory System</li> <li>- Rehabilitative Nursing</li> </ul> </li> </ul>

<p>Term 4:</p> <ul style="list-style-type: none"> <li>• Medical-Surgical Nursing III <ul style="list-style-type: none"> <li>- Gastrointestinal System</li> <li>- Nervous System</li> <li>- Sensory System</li> <li>- Rehabilitative Nursing</li> </ul> </li> <li>• Leadership &amp; Supervision</li> </ul>	<p>Term 4:</p> <ul style="list-style-type: none"> <li>• Pharmacology III</li> <li>• Medical-Surgical Nursing III <ul style="list-style-type: none"> <li>- Endocrine System</li> <li>- Reproductive System</li> <li>- Urinary System</li> </ul> </li> <li>• Maternity Nursing</li> <li>• Pediatric Nursing</li> <li>• Career Opportunities</li> </ul> <p style="text-align: right;">1550 hours</p>
<p>Term 5:</p> <ul style="list-style-type: none"> <li>• Medical-Surgical Nursing IV <ul style="list-style-type: none"> <li>- Endocrine System</li> <li>- Reproductive System</li> <li>- Urinary System</li> </ul> </li> <li>• Maternity Nursing</li> <li>• Pediatric Nursing</li> <li>• Career Opportunities</li> </ul> <p style="text-align: right;">1550 hours</p>	

**Action Plan – adopted: (current practice)**

As you can see, the approved new curriculum addressed concerns that our current students and graduates have pointed out during their program evaluations.

Following are the benefits of the changes:

- a) Term Length
  - In the new curriculum, each term is a week or two longer, which gives them a little more time to prepare for their end-of-course examination at the end of each term.
  
- b) Pharmacology
  - Having pharmacology class carry on with them (through terms 2, 3, and 4) till graduation will be beneficial because the knowledge they would have attained is more recent than in the old curriculum where Pharmacology was taught in its entirety in Term 2. Students voiced out that in the old curriculum, by the time they reached Term 5, they would have already forgotten a big portion of pharmacology.
  
- c) Leadership & Supervision (L & S)
  - This class is also moved earlier in the program. Previously, the class is delivered in Term 4, which is close to graduation and it was harder for the Program Director to determine learning and mastery of content materials.
  - Meanwhile, the new curriculum places L & S in Term 2 to allow students throughout the term to soak the information learned especially with the commonly NCLEX tested delegation and supervision. In Term 3, L & S will continually be applied throughout and the hopes that by Term 4, before they graduate, the Program Director would have a clearer idea of how well the students mastered the L & S material. This will be re-assessed at the end of class evaluation.

d) Medical-Surgical Nursing (M/S)

- The old curriculum has 4 M/S. Meanwhile, the new curriculum has 3 M/S. The same topics are discussed throughout; however, each of the M/S course is longer in duration which gives extra time for the students to prepare for their final exam, identify deficiencies and work through a plan of action to yield a better final exam result and further increased learning.

## **E – INSTRUCTIONAL PLAN**

PCNLA's instructional plan is designed so each curriculum objective is allotted sufficient time to give the students exposure to the topics, through a wide variety of methods. We employ lecture, class discussions, demonstration, return demo, case studies, and other class exercises (applications). (Please see above Section D, for the currently approved curriculum.)

- **Traditional approach**

PCNLA requires students to turn in homework on each topic they are assigned. The homework is one determined on the instructional plan and the instructor has the ability to make small modifications to tailor it to the needs of the class.

- **New approach (current practice)**

We feel that this is a great opportunity to have updated the type of homework the student is assigned. PCNLA has incorporated ATI to its curriculum. With all of its benefits, we are positive that students will have better and broader understanding of their assigned topics incorporated from ATI homework.

We have carefully selected some activities from the ATI package, and determine which ones are suitable to each portion of the program. Then, each student has been assigned by the instructor to a task that must be related to the topic learned in class. As ATI does, the assignment will promote integration of the topics to NCLEX style/language.

We believe this integration will substantially improve the performance of the students throughout the course and on the NCLEX exam.

## **F – THEORY AND CLINICAL OBJECTIVES FOR EACH COURSE AND**

## **G – LESSON PLANS FOR EACH COURSE**

- **Traditional Approach**

Traditionally, the school was focusing the lectures on the adopted textbooks and instructors were utilizing reference books and their own experience to enhance the teaching of the planned topics.

**Action Plan – adopted: (current practice)**

Currently, we have progressively updated the theory objectives, matching it more closely with the respective clinical areas and incorporating NCLEX-PN related materials. Additionally, part of this process was incorporating throughout the program topics like the Nursing Process, Dietary and Nutritional Needs, Critical Thinking through case studies, therapeutic communication, professionalism and ethics as well as culturally congruent nursing care.

- **New approach**

However, we feel that it will be of the benefit of all students to incorporate NCLEX training throughout the program.

The selected approach to accomplish this goal is incorporating ATI throughout the lectures. This will require a complete reformulation of the lesson plans, but we strongly believe that this will only benefit the school and our students.

The idea is to have, during each topic, a designated session to go over NCLEX style questions. In addition, homework will also be based on NCLEX style questions, so the student will get progressively prepared since the beginning of the program.

## **H – TEXTBOOKS**

- **Traditional Approach**

PCNLA utilizes the 10th edition of Rosdahl's Basic Nursing as the main textbook for the students. Reference books are available in the library in sufficient number for all students, for the topics where instructors utilize another book in addition to the primary one. Therefore, we do not feel a need to change textbooks.

- **New approach (current practice)**

As we have incorporated ATI, the school has decided to furnish the students with ATI's Comprehensive package, which comes with 8 books that will serve as an additional resource for the student.

As mentioned above, the students have been required to utilize the ATI books as its content will serve as their resource for homework. The current students have gotten the materials necessary to follow the ATI process (integrated to the current curriculum) as well as materials for their Comprehensive Review.

## **I – ATTENDANCE POLICY (current practice)**

PCNLA is very strict with its attendance policy. Students are allowed a very limited number of absences.

A student who misses a class is required to do make-up work equivalent to the hours missed, in the same topic missed. Generally, it is required for the student to do a comprehensive summary of the topic, which the student knows by the syllabus. Therefore, the student knows that as a requirement to be admitted in class the next day or session, a make-up work must be turned in.

If the missed day is clinical, the student is required to attend a clinical 'make-up' session before the end of the course.

## **J – REMEDIATION POLICY**

- **Traditional Approach**

The policy employed by PCNLA determines that a student who fails to achieve 75% of a course will be entitled for remediation. There is a limit of 2 remediations for each term.

Students are tested on each topic on the curriculum and deficiencies are identified early while there is still time to take corrective action.

- **New approach (current practice)**

With the integration of ATI, students will be required to perform remediation according to the ATI standards.

This means that when the student is unsuccessful in a certain subject, the need for mandatory remediation will be triggered. With that, the student will be scheduled to take the remedial test by our instructors, but in order to be authorized to take the test, the student will have to present proof that he/she has completed the training and practice of the same subject. The instructor will be monitoring the student's progress to ensure enough time is being devoted for the topics to be addressed. The instructor will also be available for additional tutoring if necessary. Only upon completion of the tasks required, the student will be authorized to take the remedial exam. The student will be allowed 7 days (or until the end of the term, whichever occurs first) to complete the remedial tasks.

#### **K – EVALUATIONS OF THEORY AND CLINICAL FACULTY (current practice)**

#### **L – EVALUATIONS OF THEORY PRESENTATIONS (current practice)**

Instructors are evaluated by students at the end of each term. Results of surveys are analyzed and instructors with low ratings are closely monitored and coached to allow a chance for improvement. If such result is not achieved, the instructor will not be assigned to another class.

The program director regularly performs random class observations to assess the performance and tailor the instructor's methodology where necessary. Classes are observed randomly, just to ensure they are helped in the expected level and there is consistency throughout the program.

Instructors are encouraged to utilize different methodologies to cater to all learners in the group. We supply a variety of tools to enhance the experience. Theory instructors have power points with the highlights of the lectures. As we are incorporating ATI, the ATI videos and lectures will be incorporated to the existing lesson plans.

Clinical instructors are also observed more frequently by the program director, and feedback is also obtained directly with the facilities.

#### **M – EVALUATIONS OF CLINICAL ROTATIONS AND THEIR CORRELATION TO THEORY PRESENTATIONS**

- **Traditional Approach**

Clinical rotations are performed in different facilities. They provide ample opportunities to students practice/apply their nursing skills and pass medication, under proper supervision.

The curriculum is designed to expose students to the clinical portion only after they have had the opportunity to learn the skills in theory and apply them in the laboratory setting first.

#### **Action Plan – adopted: (current practice)**

- **New Approach**

VN students are tested after each topic they have learned in the clinical settings during post conferences. Such assessment devices include demonstration and return-demonstration, pop quizzes, oral testing, and paper and pen testing. We believe this lowers the risk of students falling behind. Deficiencies are identified early while there is still time to take corrective action.

## N – EVALUATION OF STUDENT ACHIEVEMENT

- **Traditional Approach**

Traditionally, the school was utilizing in-house developed Comprehensive Examinations at the mid-point of the program and the end of the program as well.

While this approach has given us an objective evaluation, we feel that there is a disconnection between those results and the NCLEX rates.

- **New Approach (current practice)**

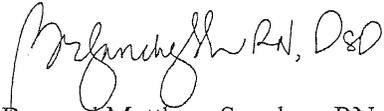
For this reason, we will be implementing NCLEX style exams as our comprehensive exams. As the students will be exposed to this type of test throughout the topic, we trust that this new style of assessment will grant us a realistic picture of where the students are and how most likely they will perform on the NCLEX.

### **Conclusion**

The new approaches have been implemented for this current cohort, and as mentioned above, we continue to assess, revise and improve the curriculum. The PCNLA student graduating today is much better equipped to pass on their first attempt. Going forward, we fully expect all these measures to dramatically improve our NCLEX Pass rates.

Should you have any questions, please do not hesitate to contact me.

Sincerely,



Bernard Matthew Sanchez, RN  
Director of Nursing Education  
Preferred College of Nursing, Los Angeles

## Agenda Item #6.B.1., Attachment L

**Johnson, Donna@DCA**

---

**From:** kristina.dahlin [REDACTED]  
**Sent:** Saturday, July 04, 2015 12:46 PM  
**To:** Johnson, Donna@DCA  
**Subject:** Regarding Preferred College of Nursing

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

To whom it may concern:

Hope this email finds you well. Allow me to introduce myself, I am the student coordinator at United Care Family Medical Center. I arrange, confirm, schedule and handle every detail that has to do with students entering our clinics.

It was recently brought to my attention that Preferred College of Nursing, Los Angeles, Vocational Nursing Program stated that 13 students would be at our facilities on the dates September 11, 18, 21, 25, 28 and October 2, 2015 in order to fulfill clinical hours.

This arranged was never presented to United Care Family Medical Center. Our facility did not confirm or schedule students from Preferred College of Nursing to rotate with us. We have no future plans to work with this program or to allow their students to complete hours at our clinic.

There was never a written or verbal agreement with Preferred College of Nursing that United Care would take students. There was an open line of communication in the event United Care would consider taking students. That is not a possibility any longer.

Please email me with questions or concerns. I can be reached in the clinic on MWF from 9-6. 310 [REDACTED]

Best,

Kristina Dahlin on behalf of Dr. Alfred Lavi