

**APPLICATION FOR NEW LVN PROGRAM  
CERRO COSO COMMUNITY COLLEGE – KERN RIVER VALLEY CAMPUS  
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July 18, 2013

Cheryl Gates  
Vocational Nursing Program, Director  
Cerro Coso College, Eastern Sierra College & Kern River Valley College  
3000 College Heights Boulevard  
Ridgecrest, CA 93555

***Subject: Executive Officer Meeting Follow – Up***

Dear Ms. Gates:

The Board of Vocational Nursing and Psychiatric Technicians Executive Officer considered the consultant's report relative to ***Kern River Valley College, Vocational Nursing Program***. The following decisions were rendered:

1. Approve Kern River Valley College Center's request to begin a vocational nursing program with an initial class of 15 students on January 13, 2014, only; graduating December 12, 2014.
2. Approve the program curriculum for 1662 hours, including 594 theory, and 1068 clinical hours.
3. Require the program to obtain Board approval prior to the admission of additional students.

Please contact me if further clarification is needed.

Sincerely,

*Pam Hinckley, P.N., M.S.N.*

Pam Hinckley, RN, MSN  
Nursing Education Consultant

June 27, 2013

Pam Hinkley RN NEC  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive  
Suite 205  
Sacramento, CA 95833

RE: New Application for Cerro Coso Community College Kern River  
Valley Campus – LVN Program

Dear Pam:

Enclosed is the application for a new program for the Cerro Coso  
Community College Kern River Valley Campus. The program mirrors the  
already approved programs for Cerro Coso Community College and  
Eastern Sierra College Center. I have also enclosed the faculty  
applications and facility applications.

Director	Cheryl Gates
Faculty	Cheryl Gates Annette Hodgins Matt Wanta

Facilities	Kern Valley Healthcare District Ridgecrest Regional Hospital Dr. Bobby Miller Office Dr. Vickie Schauf Office
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I have also enclosed a thumb drive with the application packet  
downloaded for your convenience. Please let me know if you need any  
additional information. I also want to thank you for getting this  
application process fast tracked!

Have a great day!

Cheryl Gates RN MSN PHN  
Director Nursing/Health Careers  
Cerro Coso Community College  
3000 College Heights Blvd  
Ridgecrest, CA 93555  
(760) 384-6292  
cgates@cerrocoso.edu



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



**APPLICATION FOR APPROVAL OF A BOARD PROGRAM**

Vocational Nursing  Psychiatric Technician

Full Time  Part Time

Community College  Adult School  R.O.P.  Private  Hospital-Based  Other

School Name: Cerro Coso Community College - Kern River Valley Campus

Address: 3000 College Heights Blvd  
Ridgecrest, CA 93555

Administrator: Jill Board, President

Administrator's Office Address: 3000 College Heights Blvd  
Ridgecrest, CA 93555

Phone #: 760.384.6212 (Extension) \_\_\_\_\_

Proposed Program Director: Cheryl Gates RN MSN

Director's Office Address: 3000 College Heights Blvd  
Ridgecrest CA 93555

E-mail Address: cgates@cerrocoso.edu

Phone #: 760.384.6292 (Extension) \_\_\_\_\_

Person responsible for developing program proposal if not the proposed director named above:  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Phone #: \_\_\_\_\_

*A Faculty Approval Application for a "director" candidate must accompany this application. Without a Board-approved director, a Nursing Education Consultant will not be assigned and Board review of program materials will not occur.*

Signature of Administrator: Jill Board

Date: 6/24/13



## CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM

### Kern River Valley Campus

#### PHILOSOPHY

The Cerro Coso Community College Vocational Nursing Program shares the mission and goals of its parent institution. This statement of philosophy reflects the beliefs of the vocational nursing faculty regarding *nursing, health, person, environment, the teaching-learning process, the student* and the *setting*.

**We believe** that the practice of *nursing* changes in response to the changes and needs of the society in which nurses' function. Nurses assume a caring role in providing nursing care to individuals. Nurses are an integral part of the health care team and practice in a variety of health care settings. Vocational nurses, as members of the nursing team, provide care for individuals and their families based on the nursing process.

**We believe** that *health* reflects the views of society and culture of which the individual is a part. Health includes varying states of the individual on a continuum from health to illness or death. Health is unique to the individual. Wellness includes successful responses to events in the environment. Illness involves a disruption in responses to events in the environment.

**We believe** that *environment* includes factors internal and external to the individual. Internal and external factors influence the state of health of the individual.

**We believe** that the concept of *person* includes the individual interacting with the *environment*. Person, in a broader concept, includes families and other groups.

**We believe** that faculty and students are partners in the *teaching-learning process*. The instructor facilitates the learning; however, the student has the basic responsibility for learning. Instructors recognize the differences in learning techniques used by students and respect the uniqueness of each student. Faculty members and students work collaboratively to determine learning experiences necessary to meet the objectives, based on student and faculty evaluations.

**We believe** that *student* graduates of the Vocational Nursing Program have a strong foundation to begin practice within the scope of practice of the Licensed Vocational Nurse, as defined by the Board of Vocational Nurse and Psychiatric Technicians Examiners. In addition, the graduates have a knowledge base in nursing to facilitate meeting requirements for entering a registered nurse program.

**We believe** that the rural isolated *setting* of this vocational nursing program necessitates innovative approaches to meet the learning needs of the students.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**CONCEPTUAL FRAMEWORK**

Chater's model served as a conceptual framework for this curriculum. This model utilizes three components: *subject, setting, and student*.

*Subject* component is the knowledge base, or what the knowledge needs are in this community. In our rural community the needs include knowledge needed to care for patients in the community facilities, including acute care, long term care, ambulatory care, as well as in the homes.

*Setting* includes the social, economic, political and cultural parameters within the institution and the larger community. In our rural community we tend to have fewer health care facilities and distances to more advanced care are greater. In addition, there are fewer specialists and health care workers.

*Student* component describes the student population and includes motivation, goals, self-concept, and identity. Students who enter the vocational nursing program are more often adults, some of whom are re-entry women. These differences influence the way our students learn, thus influence teaching strategies.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**TERMINAL OBJECTIVES**

At the end of the three semesters vocational nursing program the student will, at the basic level, be able to:

1. Provide direct nursing care to clients in a variety of settings, utilizing the nursing process.
2. Assess clients across the lifespan for health status related to biological, emotional, sociocultural and spiritual needs.
3. Plan appropriate interventions and, in collaboration with other members of the nursing team, the client and others significant to the client, develop a plan of care to meet the needs of clients in a variety of settings.
4. Implement the plan of care developed for each individual client with safe and competent techniques. This includes teaching the client and those significant to the client's healthy status.
5. Evaluate the outcomes of care with the client, those significant to the client and other members of the health care team, and modify the plan of care as indicated.
6. Work effectively in collaboration with other members of the health care team. This includes the ability to communicate with all involved in the client's plan of care to act as a client advocate.
7. Demonstrate appropriate behavior in the role of Licensed Vocational Nurse related to:
  - a. Demonstrate work ethic and responsibility to employing institution
  - b. Maintenance of legal and ethical standards to the clients, including the right of confidentiality
  - c. Personal growth, such as participation in continuing education classes, organizations, and further education in nursing,

**CONTENT HOURS WORKSHEET BY SEMESTER/TERM - VOCATIONAL NURSING PROGRAM**

**PROGRAM NAME:** Cerro Coso Community College Kern River Valley Campus **Level #** 1st semester

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total Hours by Content
A/P																			0
NUT		3.15	0.15		0.2	0.5		4.1	0.8	0.8	0.8	0.8	0.8	1.2	0.7				14
PSY																			0
G/D			0.25	0.8	0.4	1.05	0.5												3
FUN	7.2	4.05	6.8	6.4	6.6	5.65	6.7	3.1											46.5
NP																			0
COM																			(1)
communication with patients with Psych disorders																			0
PE																			0
PHA	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4				36
M/S									6.4	6.4	6.4	6.4	6.4	6	6.5				44.5
CDIS																			(.5)
GER																			(7.5)
REH																			(5.5)
MAT																			0
PED																			0
LDR																			0
SUP																			0
ETH																			(1.75)
CRIT. THINK																			(5)
CULT																			(2.75)
END-OF-LIFE																			(2)
<b>Total Theory Hours</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>9.6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>144.00</b>
Skills Lab	21.6	21.6	21.6	21.6	21.6	21.6	21.6	10.8	2	2	2	2	2	2	2				128
Clinical								10.8	19.6	19.6	19.6	19.6	19.6	19.6	19.6				148
<b>Total Clinical Hours</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>324</b>
<b>TOTAL PROGRAM HOURS</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>31.2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>468</b>

**CONTENT HOURS WORKSHEET BY SEMESTER/TERM - VOCATIONAL NURSING PROGRAM**

PROGRAM NAME: Cerro Coso Community College - KRV Level # 2nd Semester

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total Hours by Content	
A/P																			0	
NUT	0.2			0.4		0.4		0.2		0.2				0.6					2	
PSY																			0	
G/D	0.5			0.5		0.5				1		0.5							3	
FUN																			0	
NP																			0	
COM																			0	
communication with patients with Psych disorders																			0	
PE																			0	
PHA																			0	
M/S	10.1	10.8	10.8	9.9	10.8	9.9	10.8	10.6	10.8	9.6	10.8	10.3	10.8	10.2	10.8				157	
CDIS																			0	
GER																			0	
REH																			0	
MAT																			0	
PED																			0	
LDR																			0	
SUP																			0	
ETH																			0	
CRIT. THINK																			0	
CULT																			0	
END-OF-LIFE																			0	
<b>Total Theory Hours</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>162</b>
Skills Lab	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	21.6			49.6	
Clinical	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6				274.4	
<b>Total Clinical Hours</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>324</b>
<b>TOTAL PROGRAM HOURS</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>486</b>

**CONTENT HOURS WORKSHEET BY SEMESTER/TERM - VOCATIONAL NURSING PROGRAM**

**PROGRAM NAME:** Cerro Coso Community College - Kern River Valley Campus **Level #** 3rd Semester

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total Hours by Content	
A/P																			0	
NUT		0.2			0.2			0.4	0.2	0.2			0.6	0.2					2	
PSY																			0	
G/D								3.2	3.4	3.4									10	
FUN																			0	
NP																			0	
COM																			0	
communication with patients with Psych disorders																			0	
PE																			0	
PHA	3	3	3	3	3	3													18	
M/S	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2				63	
CDIS																			0	
GER																			0	
REH																			0	
MAT	3.6	3.4	3.6	3.6	3.4	3.6	3.6								2.2				27	
PED											3.6	3.6	3	3.4	1.4				15	
LDR							2	2	2	2	2	2	2	2	2				18	
SUP																			0	
ETH																			0	
CRIT. THINK							1	1	1	1	1	1	1	1	1				9	
CULT																			0	
END-OF-LIFE																			0	
<b>Total Theory Hours</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>10.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>162</b>
Skills Lab	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				30	
Clinical	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6				294	
<b>Total Clinical Hours</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>21.6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>324</b>
<b>TOTAL PROGRAM HOURS</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.5</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>32.4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>486</b>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1**

**Unit Title: Profession of Nursing**

**Total Theory Hours this week: 7.2**

**Clinical Hours: 21.6 hrs (HCRS C113)**

Curriculum Content/Hr	Theory Objectives	Content Outline	Methods of Instruction	Assignment	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund	1. Discuss the development of professional nursing roles. 2. Discuss the influence of social, political, and economic changes on nursing practices. 3. Compare and discuss the differences of the Standards of Nursing Practice and Nurse Practice Acts 4. Recognize the professional nursing organizations	I. Definitions of nursing II. Nursing values III. Contemporary Nursing A. Scientific and technologic advances B. Demographics C. Consumer movement D. Women’s movement E. Human rights movement III. Nursing Practice A. Standards of Practice B. Nurse practice acts IV. Nursing as a profession A. Professionalism B. ANAs levels of nursing practice C. Professional organizations	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 1 End of Questions Quiz/Exam	HCRS C113 Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Become Oriented to the Resources of the Nursing Skills Lab

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Health and Wellness**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund	1. Discuss and define the concept of health 2. Compare and contrast the health models 3. Discuss the variables that influence health beliefs and practices 4. Discuss illness behavior and the impact on the client and family 5. List the common signs and symptoms of stress 6. List the components of holistic health care	I. Definition of health A. Define the concept of health; co illness II. Models of health and illness A. Why developed B. Health Belief Model C. Health Promotion Model D. Basic Human Needs Model E. Holistic Health III. Variables influencing health beliefs and practices A. Internal variables B. External variables IV. Variables affecting illness behavior A. Risk factors 1. Internal vs external B. Impact on client and family	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 2 Questions End of Chapter Quiz/Exam	Skills Lab	



**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Infection Prevention – Medical Asepsis**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hr/Fund	1. Discuss the chain of infection 2. Identify the body's normal defense mechanisms 3. Explain infection Control measures 4. Compare and contrast medical asepsis and surgical asepsis	I. Chain of infection – and its links A. Infectious agent B. Reservoir C. Portal of exit D. Mode of transmission E. Portal of entry F. Host II. Body's natural defenses against infection A. Normal flora B. Body organ systems defenses C. Inflammatory response D. Immune response III. Medical aseptic techniques A. Prevention of the spread of organisms B. Categories of disease producing organisms IV. Control infection by A. Medical asepsis B. CDC guidelines C. Standard precautions D. Role of the infection control nurse	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapters 16-17 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Demonstrate the major principles of Standard Precautions 2. Discuss the role of the nurse in the prevention of nosocomial infections 3. Demonstrate with return demonstration the following: handwashing techniques, non sterile gloving and de gloving, entering and leaving an isolation room, and double bagging technique

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Health Care Delivery System**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund	1. Discuss the factors that influence health care delivery 2. Discuss the levels of health care services 3. Identify the types of health care agencies and the role of the nurse in various settings 4. Discuss contemporary issues in health care delivery 5. Discuss financing of health Care services	I. Factors influencing delivery of health care A. Economic B. Cultural C. Ethnicity II. Levels of health care services A. Primary care B. Secondary care C. Rehab. and restorative care D. Continuing care III. Types of agencies A. Outpatient B. Community based C. Volunteer agencies D. Institutional settings E. Hospice F. Government IV. Issues in health care delivery A. Competency B. Evidenced-based C. Knowing clients D. Assistive personnel V. Financing health care services A. Private and group health programs B. Government programs	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 1 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Caring in Nursing Practice**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund	1. Discuss the role that caring plays in building the nurse-patient relationship. 2. Compare and contrast theories on caring. 3. Discuss caring through nursing practice 4. Plan ways to support the Spiritual needs of clients of Various religions. 5. Discuss ways in which Poverty often impedes adequate Health care in our country	I. Theoretical views A. Holistic B. Unique characteristics II. Theorists A. Leininger's transcultural caring B. Watson's transpersonal caring C. Swanson's theory of caring III. Ways to convey caring A. presence B. touch C. listening D. knowing the person E. spiritual caring F. relieving pain and suffering	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 14 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Vital Signs**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Explain the principles and mechanisms of thermoregulation. 2. Explain the physiology of normal regulation of blood pressure, pulse, oxygen saturation, and respirations. 3. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations and blood pressure. 4. Identify the changes in vital signs in the older population. 5. Explain why pain is the fifth vital sign	I. Body temperature A. physiology B. regulation 1. conduction 2. radiation 3. convection 4. evaporation II. Physiology and function A. pulse B. respiration C. BP III. Physiology and factors influencing variances of vital signs A. pain B. exercise C. smoking D. medications E. neurological injury F. hemoglobin function IV. Factors affecting vital signs of older adults A. temperature B. pulse C. BP D. respirations	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 21 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Accurately assess body temperature, pulse, respirations, oxygen saturation, and blood pressure. 2. Accurately record and report vital sign measurements. 3. Recognize deviations from normal vital sign patterns 4. Demonstrate the peripheral and apical sites used to obtain a pulse

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 Continued**

**Unit Title: Theoretical Foundation of Nursing**

**Total Theory Hours this week:** \_\_\_\_\_

**Clinical Hours: 21.6 hrs**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 .3 hrs/Fund	1.Explain the influence of Nursing theory on a nurse’s approach to practice. 2. Describe types of nursing theories. 3.Discuss selected nursing theories 4. Describe theory-based nursing practice.	I. Domain of nursing A. person B. health C. environment II. Nursing theories A. Grand theories B. Middle range theories C. Descriptive theories D. Prescriptive theories III. Nursing theories A. Nightingale’s theory B. Peplau’s theory C. Henderson’s theory D. Orem’s theory E. Leininger’s theory F. Neuman’s theory G. Roy’s theory H. Watson’s theory I. Benner and Wrubel’s theories IV. Theory and Knowledge Development A. Nursing research B. Evidence-based	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 1 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Culture and Ethnicity**  
**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 .4 hrs/Fund	1. Discuss culture and ethnicity in relation to health and illness and nursing care 2. Describe social and cultural influences in health, illness, and caring patterns. 3. Discuss traditional health and illness beliefs of various groups of people 4. Describe the relationship of sociocultural background to health and illness beliefs and practices	I. Health and illness beliefs A. cultural responses B. Ethnic beliefs and practices II. Factors affecting health care of the culturally diverse population A. Ethnic history B. Social organization C. Religious/spiritual D. language/communication E. Time orientation F. Caring beliefs/practice G. Experience with healthcare H. Personal space and territoriality I. Social organization J. Environmental control III. Cultural Beliefs A. Cultural based practices and remedies 1. folk medicine 2. protective objects 3. substances and traditional remedies 4. Religious practices 5. Healers B. Heritage consistency IV. Culturally congruent nursing care A. Diversity of various backgrounds B. Definitions of culture and ethnicity	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 14 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Use cultural assessment tools to identify significant values, beliefs, and practices critical to nursing care of individuals experiencing life transitions during role playing 2. Demonstrate nursing interventions that achieve culturally congruent care. 3. Role play two situations in which the student plays a client and a nurse that demonstrate cultural biases, ethnic biases, bigotry, stereotypical behaviors, and prejudice

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Communication**

**Theory Hours this week:**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	<ol style="list-style-type: none"> <li>1. Identify the characteristics of verbal and nonverbal communication and the techniques and behaviors that affect professional communication</li> <li>2. Describe aspects of critical thinking that are important to the communication process</li> <li>3. Describe the five levels of communication and their uses in nursing.</li> <li>4. Identify factors that influence communication</li> <li>5. Compare effective communication techniques with blocks to communication</li> <li>6. Discuss helpful characteristics of therapeutic communication</li> <li>7. List and define non-helpful blocks to communication</li> <li>8. Discuss the dimensions of a helping relationship</li> <li>9. Describe qualities, behaviors, and communication techniques that affect professional communication.</li> <li>10. Discuss the phases of a helping relationship</li> </ol>	<ol style="list-style-type: none"> <li>I. Modes of communication               <ol style="list-style-type: none"> <li>A. Verbal                   <ol style="list-style-type: none"> <li>1. Clarity and brevity</li> <li>2. vocabulary</li> <li>3. denotative and connotative meanings</li> <li>4. pacing</li> <li>5. Timing and relevance</li> </ol> </li> <li>B. Nonverbal                   <ol style="list-style-type: none"> <li>1. Personal appearance</li> <li>2. Intonation</li> <li>3. Facial expression</li> <li>4. Posture and gait</li> <li>5. Gestures</li> <li>6. Touch</li> </ol> </li> </ol> </li> <li>II. Factors that affect communication               <ol style="list-style-type: none"> <li>A. Development</li> <li>B. Perceptions</li> <li>C. values</li> <li>D. emotions</li> <li>E. Sociocultural background</li> <li>F. Knowledge</li> <li>G. Roles</li> <li>H. Environment</li> <li>I. Space and territoriality</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*PowerPoint presentations</li> <li>*Study Guide</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group discussion</li> <li>*Case studies</li> <li>*Return demos</li> <li>*Instructor observation</li> <li>*Group presentation</li> <li>*Role playing</li> <li>*Critical thinking</li> </ul>	DeWit Chapter 8 Chapter Questions Quiz/Exam Communication Project	Skills Lab	Upon completion of this unit the student will: In the skills lab: <ol style="list-style-type: none"> <li>1. Practice interview techniques</li> <li>2. Interact therapeutically in a goal directed situation with a client in a scenario based situation.</li> <li>3. Communicate effectively with a client who has an impairment of communication</li> <li>4. Role play two situations in which the student plays a client and a nurse utilizing the concepts of social communication and contrasts this conversation.</li> <li>5. Role play the above situations using therapeutic communication techniques.</li> </ol>

		<p>III. Therapeutic communication characteristics</p> <ul style="list-style-type: none"><li>A. Planned, deliberate, goal directed act</li><li>B. Therapeutic techniques<ul style="list-style-type: none"><li>1. Listening</li><li>2. Conveying acceptance</li><li>3. Paraphrasing</li><li>4. clarifying</li><li>5. focusing</li><li>6. stating observations</li><li>7. offering information</li><li>8. maintaining silence</li><li>9. assertiveness</li><li>10. summarizing</li><li>11. self-disclosure</li><li>12. confronting</li></ul></li></ul> <p>IV. Non-therapeutic communication techniques</p> <ul style="list-style-type: none"><li>A. Giving opinions</li><li>B. False reassurance</li><li>C. Being defensive</li><li>D. Approval vs disapproval</li><li>E. stereotyping</li><li>F. asking why</li><li>G. subject change</li><li>H. arguing</li></ul> <p>V. Dimensions of a helping relationship</p> <ul style="list-style-type: none"><li>A. Trust</li><li>B. Empathy</li><li>C. Caring</li><li>D. Autonomy and mutuality</li></ul> <p>VI. Phases of the helping relationship</p> <ul style="list-style-type: none"><li>A. Pre-interview</li><li>B. Orientation</li><li>C. Working</li><li>D. Termination</li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Body Mechanics – Activity and Exercise**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hrs/Fund	1. Identify at least ten common hazards of immobility' 2. State at least three nursing measures to reduce each of the hazards of immobility 3. Identify at least five nursing interventions that promote rest and sleep 4. Identify a client's ability for activity 5. Assess a client's risk factors for hazards of immobility 6. Identify at least seven methods to position a client in bed 7. State at least four of the rationales for proper positioning of a client in bed 8. Identify at least ten principles of proper body mechanics 8. Explain the principles of range of motion 9. State the techniques for lifting, moving, and turning a client in bed with and without as draw sheet 10. State the techniques for lifting, moving and turning the client in bed using one-person and two person techniques 11.. State the techniques of using mechanical lifts 12. Identify at least three of the rationales for use of postural supports.	I. Body Systems review of movement A. Muscles B. Skeleton C. Nervous System II. Definition of body mechanics A. Purpose of body mechanics B. Correct body alignment C. Body balance III. Review of principles of body mechanics A. Physical forces of weight and friction B. Principles of body mechanics Injuries in the setting IV. Benefits of safe transfers, positioning techniques A. Physiological benefit of exercise and activity V. Range of Motion VI. Mechanical Lifts	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 18 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In skills lab:  1. Demonstrate with return demonstration the following: care for impaired skin, care for diabetic skin, care for skin of the very young and the very old 2. Demonstrate with return demonstration the following positions of a client in bed: supine, prone, Fowlers, semi-Fowlers, Trendelenberg, reverse Trendelenberg, side lying, Sims, dorsal recumbent, lithotomy, knee chest and orthopedic 3. Demonstrate with return demonstration the following ROM movements: abduction, adduction, circumlocution, inversion, eversion, rotation, flexion, extension, supination, and pronation 4. Demonstrate with return demonstration positioning a client in bed using a turning sheet 5. Demonstrate with return demonstration moving a client in bed using one person and two person techniques 6. Demonstrate with return demonstration logrolling a client in bed 7. Demonstrate with return demonstration the use of mechanical lifts 8. Demonstrate with return demonstration a client transfer from bed to chair, chair to bed, bed to gurney, and chair to wheelchair

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Patient Safety**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Describe environmental hazards that pose risks to a person's safety. 2, Discuss the specific risks to safety related to developmental age. 3. Discuss individual risk factors 4. Define the knowledge, skills, and attitudes necessary to promote safety in a health care setting. 5. Demonstrate knowledge of the legal implications of using protective devices 6. Identify common noises in the health care facilities and ways to minimize their effects on clients	I. Basic needs in a safe environment A. Oxygen B. Nutrition C. Temperature D. Physical Hazards 1. poison 2. falls 3. fire 4. disasters E. Transmission of pathogens F. Patient restraints II. Factors influencing patient safety A. Risks at developmental stage 1. infant, toddler, preschooler 2. School-age child 3. adolescent 4. adult III. Risk factors to evaluate A. lifestyle B. impaired mobility C. sensory or communication impairment C. lack of awareness or cognition IV. National Patient Safety Goals A. Identify patients B. Improve communication C. Use Medication safely D. Reduce nosocomial infections E. Check patient medications F. Identify patients at risk	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 20 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In skills lab:  1. Demonstrate application of various protective devices 2. Given an emergency scenario, practice triaging the victims 3. During orientation to all healthcare facilities, locate the following: fire extinguishers, fire doors, fire exits, facility disaster manuals, oxygen safety protocols, potential health or safety hazards in the clients environment.

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 1 continued**

**Unit Title: Basic Bedside Nursing Care**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund	1. Define key terms related to hygiene 2. Identify the main components of the activities of daily living (ADL's) 3. Identify the main components for client hygiene 4. Identify at least four nursing observations necessary for the client with impaired skin or wound healing conditions such as diabetes, paralysis, and the young infant or years 5. State the types of baths given in a healthcare environment 6. State the rationale for special or therapeutic baths 7. State the procedures and rationale for each of the following: baths, oral care, eye care, nose care, ear care, hair care, shaving and backrub 8. State the procedure and rationale for perineal care for the male and female 9. Identify the components of a clients' hospital bed 10. Identify at least five rationales for use of specialized beds or mattresses 11. State the rationale for the procedure used in making an open bed, closed bed, unoccupied bed, occupied bed, and surgical bed	I. Explain proper hygiene care A. Review anatomy and physiology 1. Skin, oral cavity, eyes, ears, nose. II. Influencing factors regarding hygiene A. Social practices B. Body image C. socioeconomic status D. health beliefs and motivation E. cultural and physical conditions III. Skin problems A. Dry, acne, rashes, contact dermatitis, abrasions B. hair problems 1. dandruff, ticks, pediculosis, alopecia C. foot and nail problems 1. callus, corns, plantar warts, tinea pedis, ingrown nails, foot odors IV. Risk factors for potential skin problems A. Oral/airway problems B. Dialysis C. Immobilization D. Reduced sensation E. Excessive secretions or excretions, incontinence F. Reduced visual acuity V. Beds A. Types B. Making different types VI. Oxygenation A. Equipment B. Conditions	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 19 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab: 1. Demonstrate with return demonstration the following: AM/PM care, complete bedbath, partial bedbath, sponge bath, oral care, denture care hair care, shave, skin care, foot care, perineal care, and care of an indwelling catheter 2. Demonstrate with return demonstration making the following: unoccupied bed, closed bed, open bed, occupied bed, surgical bed

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2**

**Unit Title: Nursing Ethics and Values**

**Theory Hours this week: 7.2 total**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Define and discuss the terminology. 2. Discuss the Professional Nursing Code of Ethics 3. Understand basic Philosophies of health care ethics. 4. Explain a nursing perspective in ethics. 5. Discuss contemporary ethical issues.	<b>I. Basic Terms in Health Ethics</b> A. Autonomy B. Beneficence C. Nonmaleficence D. Justice E. Fidelity  <b>II. Professional Nursing Code of Ethics</b> A. Advocacy B. Responsibility C. Accountability D. Confidentiality  <b>III. Ethics and Philosophy</b> A. Deontology B. Utilitarianism C. Feminist Ethics D. Ethics of Care E. Consensus in Bioethics  <b>IV. Nursing Point of View</b> A. Processing an Ethical Dilemma B. Institutional Resources  V. Issues in Health Care Ethics A. Quality of Life B. Genetic Screening C. End of Life Care D. Access to Care	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 3 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Group discussion: Determine the worth of an Advanced Directive for the student, family members and the general public 2. Role play a situation in nursing that includes one or more aspects of the following: ethical dilemma, negligence, malpractice, informed consent, incident report, Advance Directive

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Developmental Theories**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.6 hrs/Fund	1. Discuss factors influencing growth and development. 2. Describe biophysical developmental theories 3. Describe and compare the psychoanalytical/psychosocial theories proposed by Freud and Erikson. 4. Describe Piaget's theory of cognitive development. 5. Kolberg's theory of moral development	I Individual patterns of growth And development throughout the lifespan A. Developmental theories II. Discussion of physical change and individual triggers A. Gesell's theory of development III. Compare and contrast major developmental theories A. Freud 1. psychosexual B. Erikson 1. psychosocial IV. Piaget A. Cognitive/moral development V. Kohlberg A. Moral development	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 11-13 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  All previously learned skills

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Legal Implications**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Discuss the legal limits of Nursing care 2. Discuss Federal Statutory Issues in Nursing Practice 3. Discuss State Statutory Issues in Nursing Practice 4. Discuss Civil and Common Law issues in Nursing Practice	I. Legal Limits of Nursing A. Sources of Law 1. Nurse practice acts 2. Regulatory law 3. Civil and criminal laws B. Standards of Care 1. Legal requirements for nursing 2. Scope of practice 3. State Boards of Nursing 4. The Joint Commission II. Federal Statutory Issues in Nursing Practice A. Americans with Disabilities Act B. Emergency Medical Treatment Act C. Mental Health Parity Act D. Advance Directives E. Uniform Anatomical Gift Act F. Health Insurance Portability and Accountability Act G. Restraints III. State Statutory Issues in Nursing A. Licensure B. Good Samaritan Laws C. Public Health Laws D. Uniform Determination of Death Act E. Autopsy F. Physician-Assisted Suicide	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 3 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  All previously learned skills

		<p>IV. Civil and Common Law Issues in Nursing Practice</p> <ul style="list-style-type: none"><li>A. Torts</li><li>B. Consent</li><li>C. Abortion Issues</li><li>D. Nursing Students</li><li>E. Malpractice Insurance</li><li>F. Abandonment and Assignment Issues</li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Nutrition**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 2.15 hrs/Nut	1. Review key terms in nutrition and nutrients 2. Review the anatomy and physiology of the GI Tract 3. Describe food guidelines and discuss their value in planning meals for good nutrition. 4. Discuss factors affecting Nutrition across the life span 5. Discuss alternative feeding patterns 6. Discuss the functions of proteins carbohydrates fats vitamins minerals and water in the human body 7. Identify food sources of proteins carbohydrates fats vitamins and minerals 8. List medical conditions that may occur as a result of protein calorie vitamin or mineral deficiency or excess 9. Identify at least five abnormal circumstances that limit a client's ability to eat solid foods or to swallow liquids	I. Biochemical Units of Nutrition A. Essential Nutrients 1. Carbohydrates 2. Protein 3. Fats 4. Water 5. Vitamins – fat and water soluble 6. Minerals a. macrominerals and microminerals II. Discuss the organs and function of the Digestive system A. Digestion B. Absorption C. Metabolism and storage of nutrients III. 2010 Dietary Guidelines A. Dietary Reference Intake B. Food Guidelines C. Daily Values D. ChooseMyPlate Guide IV. Contributing Factors A. Environmental B. Developmental needs C. Religious restrictions D. Alternative diets 1. Vegetarian diet V. Describe methods and Complications of alternative nutrition A. Enteral feedings B. Parenteral nutrition	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 26 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the Skills Lab:  1. Identify clients at risk for nutritional deficits 2. Complete a nutritional assessment on an assigned client 3. Develop a teaching plan for a client for whom a therapeutic diet is prescribed 4. Demonstrate with return demonstration the following: serving a meal tray to bed bound client , feeding a client solids, semi-solids, and liquids, measuring the amount of foods and fluids eaten.



**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Fluid and Electrolyte – Intake and Output**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hr/Nut	1. Describe the processes involved in regulating extracellular fluid volume, body fluid osmolality, and fluid distribution. 2. Discuss Fluid Balance 3. Describe common fluid, electrolyte, and acid-base imbalances. 4. Discuss Electrolyte Imbalances and related causes 5. Identify signs and symptoms of the common fluid and electrolyte imbalances	I. Location and movement of water and solutes A. Fluid compartments B. Movement of water/electrolytes 1. Active transport 2. Diffusion 3. Osmosis 4. Filtration II. Fluid Homeostasis A. Fluid Intake and absorption 1. Healthy daily average intake B. Fluid Distribution C. Fluid Output 1. Healthy daily average output III. Fluid Imbalance A. Volume Imbalances 1. Extracellular fluid deficit 2. Extracellular fluid excess III. Osmolality Imbalances A. Hypernatremia B. Hyponatremia IV. Combined volume and osmolality imbalances A. Dehydration IV. Electrolyte Imbalances A. Hypokalemia B. Hyperkalemia C. Hypocalcemia D. Hypercalcemia E. Hypomagnesemia F. Hypermagnesemia	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 25 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Practice how to measure and record fluid intake and output. 2. Identify clients who might be at risk for an acid-base imbalance

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Infection Control - Isolation**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.65hours	1. Identify the two systems used for protective isolation 2. Discuss the 2-Tier system, the purpose and barriers of each 3. Recognize the psychological implications of isolation precautions 4. Describe how to give nursing care in an isolation room 5. Describe the role of the infection control nurse 6. Describe how procedures for Airborne Precautions differ from those for Droplet Precautions 7. List techniques for handling specimens, disposal of dirty linen, trash, and sharps and the cleaning of equipment in the isolation setting	I. Two systems for transmission precautions A. Disease specific system B. Category specific isolation C. Strict D. Contact E. Respiratory II. Transmission precautions A. Tier I – Standard precautions 1. Blood 2. Body fluids/secretions/excretions 3. non-intact skin/mucous membranes B. Tier II – Transmission Categories 1. airborne precautions 2. droplet precautions 3. Contact precautions III. Psychological implications of isolation A. Body image B. isolated protective environment C. Protective clothing IV. Delivering care in isolation A. Cross-contamination precautions B. Disposable equipment C. donning and removing PPE V. Role of the infection control professional nurse	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 17 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Practice donning gowns, masks gloves 2. Properly bag and remove soiled linens and trash from an isolation room 3. Independent practice of all skills taught

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 2 continued**

**Unit Title: Infection Prevention: Surgical Asepsis**

**Theory Hours this week: 3.6 total**

**Clinical Hours this week: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.80 hr/Fund	1. Define and discuss surgical asepsis, sterile and contaminated 2. Identify and state the principles of surgical asepsis 3. Recognize the steps to maintain a sterile procedure	I. Practices that maintain surgical asepsis II. Principles of surgical asepsis A. Sterile + sterile = sterile B. Sterile objects = Sterile field C. Keep sterile objects sterile D. maintain sterile field III. Performing sterile procedures A. Opening sterile packages B. Adding sterile supplies to sterile field C. Pouring sterile solutions D. Sterile gloving	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 16 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate how to apply sterile gloves 2. Demonstrate opening a sterile package 3. Identify sterile objects 4. Place sterile objects on a sterile field 5. Pour a sterile solution into a sterile container

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 3**

**Unit Title: Oxygenation**

**Theory Hours this week 7.2 Total**

**Clinical Hours: 21.6 Skills Lab**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 2.6 hrs/Fund	1. Discuss the structure and function of the respiratory systems. 2. Discuss the factors that affect oxygenation 3. Compare and contrast hypoventilation, hypoxia, and hyperventilation. 4. Name three causes of hypoxia 5. Describe the various methods used for oxygen delivery 6. List safety precautions to be observed when clients are receiving oxygen therapy 7. Identify at least five common modes of oxygen delivery in the health care setting 8. Explain the mechanisms of adjusting liter flow of oxygen 9. List at least five client conditions that may require the use of supplemental oxygen	I. Respiratory Physiology A. Structure and Function B. Work of Breathing C. Respiratory Gas Exchange II. Factors Affecting Oxygenation A. Physiological B. Conditions affecting chest wall movement C. Chronic disease D. Developmental E. Lifestyle F. Environmental III. Alterations in Respiratory Functioning A. Hypoventilation B. Hypoxia C. Hyperventilation	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 28 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate with return demonstration the following: attaching an oxygen deliver system to a wall outlet, attaching an oxygen delivery system to at least three types of portable delivery systems, application of oxygen to a client using a cannula and mask, adjusting a client's liter flow, and discontinuing oxygen therapy 2. Demonstrate with return demonstration the safe transportation and set up systems for in wall and portable oxygen

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 3 continued**

**Unit Title: Urinary Elimination**

**Theory Hours this week:**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 2.6 hrs/Fund	1. Recall the function of each organ in the urinary system 2. Identify factors that influence urinary elimination 3. Identify alterations in urinary elimination 4. Describe the characteristics of normal and abnormal urine 5. Discuss nursing measures to promote normal micturition 7. Continue the rationale for using a continuous bladder irrigation system	I. Review of anatomy and function of the urinary system II. Factors influencing urination A. Growth and development B. Sociocultural factors C. Psychological factors D. Personal habits E. Disease conditions F. Surgical conditions G. Medications III. Alterations in Urinary elimination A. Urinary retention B. urinary tract infections C. urinary incontinence D. Urinary diversions IV. Assessment of urinary status A. Nursing history B. physical assessment C. Urine assessment D. Urine testing E. Diagnostic exams F. Blood glucose monitoring V. Promoting bladder emptying A. Kegel exercises B. Medications C. catheterization	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 29 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Assess a client's urinary status 2. Teach a client how to obtain a "clean catch" specimen 3. Perform a urine dipstick test accurately 4. Insert an indwelling catheter using sterile technique 5. Perform catheter care 6. Teach a mock client how to perform the Kegel exercises

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 3 continued**

**Unit Title: Urinary Catheterization**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Define intermittent and continuous catheterization 2. Discuss the indications for catheterization 3. Discuss catheter care for the prevention of UTI's 4. Describe the key points for catheter insertion 5. Describe the steps for the removal of the catheter	I. Types of catheters A. Intermittent/in and out B. Continuous/indwelling II. Indications for catheterization A. Surgery B. Incontinence C. Urinary retention III. Risk for Urinary Tract Infections A. Catheter care B. Observations to make C. S/S of UTI IV. Steps of catheter insertion A. Sterile technique V. Steps of catheter removal	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 29 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate insertion of the indwelling catheter in the female/male client 2. Demonstrate perineal care to the client with an indwelling catheter 3. Demonstrate collecting a urine specimen from the client with an indwelling catheter

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 3 continued**

**Unit Title: Bowel Elimination**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.6 hr/Fun 0.15hr/Nut 0.25 hr/ GD	<ol style="list-style-type: none"> <li>1. Recall the anatomy of the GI organs and their role in digestion and elimination</li> <li>2. Discuss the psychological and physiological factors that influence elimination</li> <li>3. Discuss common bowel elimination problems</li> <li>4. Describe common bowel diversions</li> <li>5. List safety considerations related to giving a client an enema</li> <li>6. Discuss the psychosocial implications for a client who has an ostomy</li> <li>5. Discuss the nursing process in relationship to bowel function</li> <li>6. List the nursing measures aimed at promoting normal bowel function</li> </ol>	<ol style="list-style-type: none"> <li>I. Anatomy of the GI tract               <ol style="list-style-type: none"> <li>A. GI organs                   <ol style="list-style-type: none"> <li>1. organs</li> <li>2. role in digestion</li> <li>3. role in elimination</li> </ol> </li> </ol> </li> <li>II. Psychological and physiological factors that influence elimination               <ol style="list-style-type: none"> <li>A. Developmental status/age</li> <li>B. diet/fluid intake</li> <li>C. psychological factors</li> <li>D. personal habits</li> <li>E. pain</li> <li>F. medications</li> </ol> </li> <li>III. Common bowel elimination problems               <ol style="list-style-type: none"> <li>A. constipation</li> <li>B. fecal impaction</li> <li>C. diarrhea</li> <li>D. incontinence</li> <li>E. flatulence</li> </ol> </li> <li>IV. Bowel diversions               <ol style="list-style-type: none"> <li>A. Permanent or temporary methods                   <ol style="list-style-type: none"> <li>A. Colostomies                       <ol style="list-style-type: none"> <li>1. loop colostomy</li> <li>2. end colostomy</li> <li>3. double barrel</li> </ol> </li> <li>B. Ileostomy</li> </ol> </li> </ol> </li> <li>V. Nursing Process               <ol style="list-style-type: none"> <li>A. Assessment of bowel function                   <ol style="list-style-type: none"> <li>1. nursing history</li> <li>2. physical assessment</li> </ol> </li> </ol> </li> </ol>	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 30 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: <ol style="list-style-type: none"> <li>1. Demonstrate with return demonstration the following: offering a client a bedpan, a fracture pan, and a urinal</li> <li>2. Demonstrate with return demonstration the following: obtaining accurate intake and output, emptying an indwelling catheter, emptying an ostomy appliance</li> <li>3. Demonstrate with return demonstration the following: providing ostomy care and providing care for an indwelling catheter</li> <li>4. Demonstrate with return demonstration the following: soapsuds enema, Fleets enema, return flow enema</li> <li>5. Demonstrate with return demonstration the following: obtaining a urine specimen, obtaining a midstream urine specimen, obtaining a sterile urine specimen from an indwelling catheter, obtaining a stool specimen, obtaining a sputum specimen and assisting the physician to obtain specimens of body fluids</li> </ol>

		<ul style="list-style-type: none"><li>3. fecal characteristics</li><li>4. laboratory and diagnostic tests</li><li>B. Nursing diagnosis</li><li>VI. Nursing plan and implementation<ul style="list-style-type: none"><li>A. Promote normal bowel habits<ul style="list-style-type: none"><li>1. nursing measures</li></ul></li><li>B. types of enemas<ul style="list-style-type: none"><li>1. cleansing</li><li>2. oil retention</li><li>3. carminative</li><li>4. return flow/Harris flush</li><li>5. medicated</li></ul></li><li>C. Digital removal of stool</li><li>D. Care of ostomies<ul style="list-style-type: none"><li>1. pouching ostomies</li><li>2. irrigating an ostomy</li></ul></li><li>E. maintenance of proper fluid and food intake</li><li>F. Promotion of exercise</li><li>G. Promotion of comfort</li></ul></li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 4**

**Unit Title: Nasogastric Intubation**

**Theory Hours this week: 7.2 Total**

**Clinical Hours: 21.6 Total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.6 hrs/Fund	1. Define and discuss the terms: paralytic ileus, gavage, and lavage 2. State the purpose and indication for types of tubes used 3. Describe the steps for nasogastric tube insertion, irrigation, and removal 4. Describe how to facilitate tube drainage 5. Describe how to prevent injury from intubation and provide comfort	I. Pathophysiology and etiology A. Paralytic ileus B. Gavage C. Lavage II. Purpose and types of tubes A. Nasogastric tubes 1. Levin 2. Salam Sump 3. Dophoff or Duo B. Intestinal tubes 1. Miller-Abbott 2. Cantor C. Esophageal Varices III. Steps for NG insertion A. Placement IV. Facilitating drainage A. types of suction 1. Low suction 2. High suction 3. Intermittent/continuous suction V. Prevention of injury A. Anchor tube B. moisten mucous membranes C. Promote comfort 1. Position 2. medication 3. oral hygiene	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 27 page 494-502 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate NG Tube insertion 2. Demonstrate NG Tube irrigation 3. Demonstrate NG Tube removal 4. Demonstrate feeding a client through a nasogastric tube

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 4 continued**

**Unit Title: Oral Medication Administration**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRSC100 1.0 hours	1. Discuss the nurse's legal responsibilities in drug prescription and administration 2. Discuss the roles in medication administration 3. List the common types of medication orders 4. List the common medication distribution systems 5. List the steps for oral medication administration 6. State the guidelines for administering medications through a nasogastric tube 7. Identify four principles to be followed when giving a medication through a feeding tube 8. Discuss your responsibilities in the event of a medication error	I. Nursing responsibility in medication administration A. "Rights" of medication administration B. Where to find medication information II. Administration of medications A. Physician role B. Nurse role C. Pharmacist role III. Common types of medication orders A. Standing B. PRN C. Single or one time only D. STAT IV. Common types of distribution methods A. Stock supply B. PYXIS C. Unit-dose system V. Oral Drug Administration VI. Guidelines for NG tube administration A. Nurse's role in NG tube administration	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 34 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  In the skills lab: 1. Demonstrate ability to calculate a prescribed drug dose 2. Demonstrate an understanding of correct procedures for administering oral medications 3. Demonstrate correct preparation of oral medications 4. Verbalize the "6 Rights" 5. Practice inserting nasogastric tube 6. Teach a client to use a metered-dose inhaler 7. Write a plan on care for a client who is receiving medication to include client specific data, and identified nursing diagnosis and interventions used 8. Document medication administration and the client response

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 4 continued**

**Unit Title: Injectable Medication Administration**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 .75 hr/Fund .35 hr/GD	<ol style="list-style-type: none"> <li>1. Discuss the common routes parenteral medications</li> <li>2. Discuss the equipment needed for parenteral administration of medications</li> <li>3. Discuss preparing medications from a vial and ampule</li> <li>4. Discuss mixing insulin</li> <li>5. Identify sites for injections</li> <li>6. Discuss the signs and symptoms of anaphylactic shock</li> </ol>	<ol style="list-style-type: none"> <li>I. Parenteral routes of medications               <ol style="list-style-type: none"> <li>A. Injected into body tissues                   <ol style="list-style-type: none"> <li>1. IM – SQ - intradermal</li> </ol> </li> </ol> </li> <li>II. Parenteral administration equipment               <ol style="list-style-type: none"> <li>A. Syringes                   <ol style="list-style-type: none"> <li>1. types of syringes</li> <li>2. parts of the syringe</li> </ol> </li> <li>B. Needles                   <ol style="list-style-type: none"> <li>1. length and gauge</li> </ol> </li> </ol> </li> <li>III. Preparing medications               <ol style="list-style-type: none"> <li>A. Ampule                   <ol style="list-style-type: none"> <li>1. single dose</li> </ol> </li> <li>B. Vial                   <ol style="list-style-type: none"> <li>1. single or multidose container</li> </ol> </li> </ol> </li> <li>IV. Insulin preparation               <ol style="list-style-type: none"> <li>A. Procedure to mix insulin</li> </ol> </li> <li>V. Sites recommended for injections               <ol style="list-style-type: none"> <li>A. SQ</li> <li>B. IM</li> <li>C. Intradermal</li> </ol> </li> </ol>	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 35 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: <ol style="list-style-type: none"> <li>1. Identify the six rights of medication administration and apply them in clinical settings</li> <li>2. Demonstrate how to safely prepare and administer medications</li> <li>3. Practice injections in the skills lab</li> <li>4. Calculate prescribed medications doses correctly</li> <li>5. Demonstrate how to prepare and administer a subcutaneous injection with 100% accuracy</li> <li>6. Demonstrate how to prepare and administer intramuscular injection with 100% accuracy</li> </ol>

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 4 continued**

**Unit Title: Health Assessment and Physical Exam**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.45 hr/Fun .45 hr/ GD	1. Discuss the purposes of physical examination 2. Identify and discuss the skills of the physical exam 3. Describe the various positions, techniques and equipment for examination 4. Identify normal and abnormal breath and heart sounds	I. Physical exam and health assessment A. Components of the health assessment B. Health history C. Indications for physical exam D. Baseline information II. Skills of the physical exam A. Inspection B. Palpation C. Percussion D. Auscultation E. Olfaction III. Review the various positions for exam A. common postural abnormalities B. organization and equipment for the exam C. Environmental prep IV. Normal sounds A. normal 1. Breath sounds 2. Heart sounds B. Abnormal 1. Breath sounds 2. Heart sounds	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 22 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Complete a focused health assessment on a partner 2. Complete a basic physical assessment on a client 3. Perform a visual acuity test on a client

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 4 continued**

**Unit Title: Pain Management**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignment	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 2.6 hrs/ Fund	1. Describe the components of the pain experience 2. Compare acute and chronic pain 3. Describe the areas the nurse should focus her pain assessment 4. List the medical-surgical measures used to relieve pain experience 5. Explain why pain is the fifth vital sign 6. Describe the use of a variety of nursing interventions for pain control, including biofeedback, distraction, guided imagery, massage and relaxation	I. Components of the pain experience A. Pain reception B. Pain perception C. Pain reaction II. Types of pain A. Acute pain B. Chronic pain C. Gait control theory III. Nursing process for pain management A. Assessment 1. physical signs and symptoms 2. Subjective report B. Nursing diagnosis IV. Interventions for pain relief A. Nursing measures 1. modify pain experience B. medical measures 1. surgical treatments	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 31 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  All previously learned skills

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5**

**Unit Title: Care of the Surgical Patient**

**Theory Hours this week: 7.2 hours total**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 3.1 hrs/Fund 0.4 hrs/ GD 0.2 hr/Nut	1. Explain the concept of perioperative nursing care. 2. Differentiate among classifications of surgery and types of anesthesia. 3. Describe the intraoperative stage of the surgical process 4. Identify the members of the surgical team and their responsibilities 5. Assess for potential risk factors for complications of surgery 6. List interventions to prevent each of the potential postoperative complications 7. State the safety measures now in place to prevent errors regarding the surgical site 8. Identify the stages of anesthesia and the methods of administration 9. identify the reason for the count at the end of the procedure 10. Describe the assessment steps performed by the recovery room nurse 11. Describe the phases of recovery and the nurse's role 12. Discuss the nursing interventions to promote wound healing and prevent complications	I. Perioperative Nursing A. Role of the Nurse 1. Pre-operative 2. Intra-operative 3. Post-operative II. III. Classifications of surgery A. Seriousness – to client 1. Major 2. Minor B. Urgency 1. Elective 2. Urgent 3. Emergency C. Purpose 1. Diagnostic 2. Ablative 3. palliative 4. Reconstructive 5. Transplant 6. Constructive III. Intraoperative Stage A. Transport to the holding room B. Admission to the Operating room IV. The surgical team A. Surgeon B. Surgeons assistant C. Anesthesiologist/nurse anesthetist D. Scrub nurse E. Circulating nurse	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 37 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of the unit, the Student will: 1. Demonstrate with return demonstration Postoperative exercises: diaphragmatic breathing, coughing, incentive spirometer use, turning, and leg exercises. 2. Demonstrate with return demonstration the following: removal of sutures, and staples 3. Demonstrate with return demonstration the following: wound irrigation, wound cleansing, and wound assessment 4. Demonstrate with return demonstration the following: application of sterile dry dressings, application of wet to dry dressings, reinforcing a dressing, application of bandages to a dressing 5. Using a mock client receive a post-operative client on a surgical unit 6. Using mock client, prepare the preoperative consent forms, preoperative check list, and preoperative laboratory studies

		<p>V. Anesthesia administration</p> <ul style="list-style-type: none"> <li>A. Stages of anesthesia</li> <li>B. Methods of administration <ul style="list-style-type: none"> <li>1. General anesthesia</li> <li>2. Regional anesthesia</li> <li>3. Neuromuscular blocking agents</li> </ul> </li> </ul> <p>VI. Surgical counts</p> <ul style="list-style-type: none"> <li>A. Done prior to closing the incision <ul style="list-style-type: none"> <li>1. Sponge and instruments</li> <li>2. nurses responsible</li> <li>3. operative record</li> </ul> </li> </ul> <p>VII. Post-op nursing assessment</p> <ul style="list-style-type: none"> <li>A. Airway</li> <li>B. vital signs</li> <li>C. color</li> <li>D. Dressings</li> <li>E. GU function</li> <li>F. Pain level</li> <li>G. IVs</li> <li>H. Hemorrhage and shock</li> </ul> <p>VIII. Phases of recovery</p> <ul style="list-style-type: none"> <li>A. Phase I</li> <li>B. Phase II</li> <li>C. Discharge from the recovery room</li> <li>D. Post-op assessment in client's room</li> </ul> <p>IX. Nursing diagnosis and interventions</p> <ul style="list-style-type: none"> <li>A. maintain respiratory status</li> <li>B. Prevent circulatory stasis</li> <li>C. Promote normal GI elimination</li> <li>D. Adequate nutrition</li> <li>E. Promote urinary elimination</li> <li>F. Preventing infection</li> <li>G. Promote wound healing</li> <li>H. Achieving rest and comfort</li> <li>I. Maintaining self concept/body image</li> </ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Critical Thinking in Nursing Practice**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week:** \_\_\_\_\_

Curriculum Content/Hr:	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hr/Fund	1. Define critical thinking 2. Discuss the nurse's responsibility in making clinical decisions 3. Compare and contrast these three levels of critical thinking. 4. Discuss the similarities between general and specific competencies and the nursing process 5. Discuss the Components of Critical Thinking in Nursing	I. Critical Thinking Defined A. Thinking and Learning 1. continuous process II. The use of critical thinking distinguishes nurses from technical health care team members. III. Levels of critical thinking in nursing A. Basic Critical Thinking B. Complex Critical Thinking C. Commitment IV. Critical Thinking Competencies A. General Critical Thinking B. Specific Critical Thinking C. Nursing Process as a Competency V. Critical Thinking Model for Clinical Decision making A. Specific knowledge base B. Experience C. The nursing process D. Competency E. Attitudes for critical thinking F. Standards for critical thinking 1. intellectual standards 2. professional standards	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 4 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  <b>Routine Standards</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy



**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Nursing Process: Nursing Diagnosis**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hours	1. List and discuss the steps of the nursing diagnostic process 2. Differentiate between a nursing diagnosis and a medical diagnosis 3. Discuss the advantages of a nursing diagnosis 4. Discuss Critical Thinking in the Nursing Diagnostic Process 5. Discuss Sources of Diagnostic Errors 6. Discuss Concept Mapping	I. Steps of the nursing diagnostic process A. analysis and interpretation of data B. Identification of problems C. Formulation of nursing diagnosis II. Nursing diagnosis vs. medical diagnosis A. Medical diagnosis B. Nursing diagnosis C. Sources of errors 1. data collection 2. data analysis 3. data clustering 4. diagnostic statement errors III. Advantages of the nursing diagnosis for: A. Client B. Nursing IV. Critical Thinking and the Nursing Diagnostic Process A. Data Clustering B. Interpretation—Identifying Health Problems C. Formulating a Nursing Diagnosis D. Types of Nursing Diagnoses E. Components of a Nursing Diagnosis F. Cultural Relevance of Nursing Diagnoses	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 5 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the clinical setting:  1. Demonstrate formulating a Nursing diagnosis statement 2. Practice Physical exam on a partner

		<p>V. Sources of Diagnostic Errors</p> <ul style="list-style-type: none"><li>A. Errors in Interpretation and Analysis of Data</li><li>B. Errors in Data Clustering</li><li>C. Errors in the Diagnostic Statement</li><li>D. Documentation and Informatics</li></ul> <p>VI. Concept Mapping Nursing Diagnoses</p> <ul style="list-style-type: none"><li>A. A concept map is a graphic representation of multiple diagnoses.</li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Nursing Process: Assessment**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignment	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hours	1. State the 5 components of the nursing process 2. Discuss the purpose of nursing assessment 3. State the sources and methods of data collection 4. Discuss the Critical Thinking Approach to Assessment using methods to collect data	I. Overview of the nursing process A. Purpose B. Components C. Characteristics II. Assessment A. purpose B. Organization III. Data collection A. Objective and subjective B. Data sources C. Methods of collecting data IV. Critical Thinking Approach to Assessment A. Data collection B. Methods of data collection C. Cultural considerations in assessment D. Nursing health history E. Physical Exam F. Observation of patient behavior G. Diagnostic and lab data H. Interpreting and validating I. Assessment data J. Data documentation	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 4 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the clinical setting: 1. Demonstrate the ability to take a health history 2. Based on the health assessment of a specific client, write an individual nursing diagnosis 3. Practice a physical exam on a partner

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Nursing Process: Planning Care**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hr/Fund	1. Discuss the purposes of the nursing care plan 2. List the steps of care plan development 3. Discuss the differences between independent, dependent, and interdependent interventions 4. Discuss the different types of facility care plans	I. Purpose of the Nursing Care Plan for: A. Patient B. Nursing II. 3 phases of care plan development A. 1 <sup>st</sup> phase – establishment of priorities B. 2 <sup>nd</sup> phase – determine goals of care C. 3 <sup>rd</sup> phase – development of expected outcomes III. Designing Interventions A. Types of interventions 1. Independent interventions 2. Collaborative interventions 3. Physician initiated interventions B. Selection of intervention IV. Various structured care plans A. Institutional care plans B. Standardized care plans C. Computerized care plans D. Critical pathways E. Student care plans	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 6 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate the formation of a basic Nursing Plan of Care using a common everyday situation

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Nursing Process: Implementation**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignmen	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hrs/Fund	1. List and discuss the steps of the implementation process	I. Implementation process A. Client reassessment B. Review and modify the care plan C. Identify areas of assistance D. Implementation of nursing strategies E. Communication of nursing strategies F. Implementation methods 1. Protocol 2. Standing orders	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 6 Chapter Questions Role Playing Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate the formation of a basic Nursing Plan of Care using a common everyday situation

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 5 continued**

**Unit Title: Nursing Process: Evaluation**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.5 hrs/Fund	1. Discuss the final step of the nursing process 2. Discuss how to evaluate if the nursing plan was successful	I. Nursing Process: Evaluation A. Dynamics of evaluation 1. goal achievement 2. Expected outcomes II. Evaluative measures A. Specific B. Measureable C. Realistic for client	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 6 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate the formation of a basic Nursing Plan of Care using a common everyday situation

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6**

**Unit Title: Older Adults**

**Theory Hours this week: 7.2 Total**

**Clinical Hours: 21.6 Total**

Curricular Content/H	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.4 hrs/Fund 0.6 hrs/GD	<ol style="list-style-type: none"> <li>1. Identify common myths and stereotypes about older adults.</li> <li>2. Identify selected biological and psychosocial theories of aging.</li> <li>3. Discuss common Developmental tasks of older adults.</li> <li>4. Describe common physiological changes of aging.</li> <li>5. Differentiate among delirium,dementia,and depression.</li> <li>6. Explain at least five responses of the older adult to illness, medications, and hospitalization that differ from other age groups.</li> <li>7. Differentiate at least three probable changes that occur in intelligence, learning, and/or memory with abnormal aging</li> <li>8. Identify at least five nursing approaches that preserve self esteem in an elderly client</li> </ol>	<ol style="list-style-type: none"> <li>I. Myths and stereotypes               <ol style="list-style-type: none"> <li>A. False ideas</li> <li>B. Mistaken ideas</li> </ol> </li> <li>II. Biological theories               <ol style="list-style-type: none"> <li>A. stochastic/nonstochastic theories</li> <li>B. psychosocial theories</li> </ol> </li> <li>III. Adjustments to:               <ol style="list-style-type: none"> <li>A. health/physical changes</li> <li>B. income</li> <li>C. family structure</li> <li>D. living arrangements</li> <li>E. relationships</li> <li>F. quality of life</li> </ol> </li> <li>IV. Common physiological changes               <ol style="list-style-type: none"> <li>A. all body systems affected</li> </ol> </li> <li>V. Compare clinical features of:               <ol style="list-style-type: none"> <li>A. delirium</li> <li>B. dementia</li> <li>C. depression</li> </ol> </li> </ol>	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 13 Wold Chapter 3 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Role play the following situations: a client with arthritis, a client with Alzheimer’s Disease, a client who is celebrating their 95 <sup>th</sup> birthday

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Documentation**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 .650hr/Fund	1. Describe methods for Interdisciplinary communication within the health care team 2. Identify purposes of a health care record. 3. Discuss legal guidelines for documentation. 4. Describe the different methods used in record keeping. 5. Discuss maintaining confidentiality of medical records 5. Discuss the purpose of common record keeping forms	I. Interdisciplinary Communication A. Patient record 1. Written documentation 2. Verbal reports 1. change-of-shift 2. telephone reports 3. hand-off reports 4. incident reports II. Purposes of health care records A. Communication B. Legal documentation C. Reimbursement D. Education E. Research F. Auditing and monitoring III. Quality documentation and Reporting A. Factual B. Accurate C. Complete D. Current E. Organized IV. Methods of Documentation A. Paper and electronic records B. Narrative C. Problem oriented medical record D. Source records E. Charting by exception F. Case management and critical pathways	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 7 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will: In the skills lab:  1. Use a systematic way of charting to ensure that all pertinent information has been included 2. Role play using the roles of client and nurse in a scenario obtaining a health history



		<p>V. Common Record keeping forms</p> <ul style="list-style-type: none"><li>A. Admission Nursing History</li><li>B. Flow sheets and graphic</li><li>C. Kardex</li><li>D. Standardized care plans</li><li>E. Discharge Summary forms</li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Sensory Alterations in the Geriatric Client**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.25/Fund 0.25/GD	1. Describe normal sensory and cognitive functions 2. Describe how sensory perception and cognition change with aging 3. Discuss the effects of disease processes on perception and cognition 4. Identify older adults who are at most risk for experiencing perceptual or cognitive problems 5. Identify selected nursing diagnoses related to cognitive and perceptual problems 6. Describe nursing interventions that are appropriate for older adults experiencing problems related to perception or cognition.	I. The components of normal sensation A. Reception B. Perception C. Reaction II. Types of sensory alterations A. Sensory deficits B. Sensory deprivation C. Sensory overload III. Factors that influence sensory functioning A. Growth and development B. Medications C. environmental factors D. Illness E. Smoking IV. Nursing process A. Assessment 1. physical assessment 2. ability to perform ADL 3. Environment 4. Family support 5. Communication B. Nursing diagnosis C. Planning & Intervention 1. promote function of existing senses 2. meaningful stimulation 3. provide a safe environment 4. promote self-care D. Evaluation	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	Wold Chapter 10 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Develop a plan of care for a geriatric client with perception or cognitive problems 2. Communicate effectively with a client with cognitive problems 3. Perform an assessment on a client with perception or cognitive problems.

**Vocational Nursing Program**  
**Curriculum Content HCRS C100 Fundamentals -**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Mobility and Immobility**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignment	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.6 hours	1. Discuss the benefits and hazards of bedrest 2. Discuss the alterations on respiratory function associated with bedrest related to the nursing process 3. Describe how immobilization increases cardiac workload and thrombus formation 4. Identify musculoskeletal changes associated with immobility 5. List the alterations on the GI and GU systems 6. Describe the psychosocial effects of immobilization	I. Benefits and hazards of bedrest A. Potential complications of bedrest B. Therapeutic effects of bedrest C. Types of bedrest II. Effects of immobility A. Physiological dimension 1. Metabolic effects a. assessment b. intervention 2. Respiratory a. assessment b. intervention III. Effects of immobility A. Cardiovascular effects B. Increase cardiac workload C. Mechanism of thrombus formation 1. Assessment 2. Intervention IV. Effects of immobility A. Musculoskeletal changes 1. Assessment 2. Intervention V. Effects on GI and GU systems A. Assessment/Intervention VI. Psychosocial Responses A. Assessment/Intervention	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 39 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Correctly position clients in all positions 2. Perform ROM exercises on client 3. Demonstrate use of bandages and slings to immobilize a body part 4. Demonstrate proper ambulation technique 5. Transfer a client using a mechanical lift 6. Assist a client with the use of: walker, crutches, cane, brace, prosthesis and wheelchair

		<ul style="list-style-type: none"><li>III. Basic learning principles<ul style="list-style-type: none"><li>A. Motivation to learn<ul style="list-style-type: none"><li>1. Attention</li><li>2. Motivation</li><li>3. Psychosocial adaption</li><li>4. Active participation</li></ul></li><li>B. Ability to learn<ul style="list-style-type: none"><li>1. Developmental capability</li><li>2. Age group</li><li>3. Physical capability</li></ul></li><li>C. Learning environment</li></ul></li><li>IV. Nursing diagnosis<ul style="list-style-type: none"><li>A. Knowledge deficit</li><li>B. Planning<ul style="list-style-type: none"><li>1. learning objectives</li><li>2. Priorities</li><li>3. timing</li><li>4. learner attention and participation</li><li>5. build on existing knowledge</li><li>6. teaching resources</li><li>7. teaching plan</li></ul></li><li>C. Evaluation<ul style="list-style-type: none"><li>1. successful in meeting goals</li></ul></li></ul></li></ul>				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Sleep**

**Theory Hours this week:**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 .65 hrs/Fund .20 hrs/GD	1. Define non REM and REM sleep 2. Delineate factors that affect sleep 3. Describe common sleep disorders 4. Identify Nursing diagnoses and interventions for a client with a sleep disturbance 5. Discuss how the need for sleep changes over the life span 6. Identify older adults who are most at risk for experiencing disturbed sleep patterns 7. Identify selected nursing diagnoses related to sleep or rest problems 8. Describe nursing interventions that are appropriate for older adults experiencing problems related to disturbed sleep patterns	I. Physiology of sleep A. Circadian Rhythm B. Sleep regulation C. Sleep cycle 1. Stages of sleep 2. REM sleep II. Factors that affect sleep A. Illness B. Medications C. Lifestyle D. Emotions/stress E. Environment III. Sleep disturbances A. Insomnia B. Sleep apnea C. Narcolepsy D. Sleep deprivation IV. Nursing Process A. Assessment 1. Sleep history 2. Behaviors of sleep deprivation B. Nursing diagnosis C. Plan D. Implementation 1. Environment 2. Bedtime rituals 3. Client teaching E. Intervention	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 31 Wold Chapter 21 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  All previously learned skills

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Caring for the Cancer Patient**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/ Fund	1. Review physical, psychological, social, and spiritual effects of cancer. 2. Discuss that cancer affects the family unit as well as the patient's well-being. 3. Discuss how cancer survivorship changes the nurse-patient role. 4. State at least four practices that can contribute to prevention and early detection of cancer 5. Discuss the pros and cons of various treatments of cancer 6. State the major problems and appropriate nursing interventions for a patient coping with expected side effects of radiation or chemotherapy	I. The Effects of Cancer on Quality of Life A. Physical Well-Being and Symptoms B. Psychological Well-Being C. Social Well-Being D. Spiritual Well-Being II. Cancer and Families A. Family Distress B. Affects across the lifespan C. Nurse's role III. Components of Survivorship Care A. Care plan for survivorship care B. Components of survivorship	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 8 (Med Surg) Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. For a mock client, design a Nursing Plan of Care for each of the following: a client with early, treatable cancer, a client receiving chemotherapy and/or radiation therapy, and a client who has terminal cancer

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Skin Integrity and Wound Care**

**Theory Hours this week:**

**Clinical Hours: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 2.1 hr/ Fund 0.5 hrs/Nut	1. Identify pressure points where pressure ulcers are most likely to develop 2. Describe the stages of pressure ulcers 3. Identify risk factors for pressure ulcer formation 4. Discuss the nursing interventions used to prevent or treat pressure ulcers 5. Identify wound classifications 6. Define primary, secondary, and tertiary intention 7. List the nutrients needed for wound healing 8. Describe the complications of wound healing 9. Explain the factors that impair or promote wound healing 10. Describe wound assessment 11. Identify the purposes of dressings 12. Describe the purpose of each layer of dressings 13. Describe the different types of dressings 14. Explain nursing care in the use of dressings and binders	I. Common pressure points A. Sitting position B. Supine C. Side lying II. Stages of pressure ulcers A. Stage I B. Stage II C. Stage III D. Stage IV III. Risk factors for pressure ulcers A. Friction B. Shearing C. Client condition 1. nutrition 2. mobility IV. Interventions to treat and prevent ulcer formation A. Prevention B. Treatment V. Wound classifications A. Status of the wound 1. Open vs. closed B. Cause 1. Intentional vs. unintentional C. Severity 1. Superficial/penetrating/perforating D. Cleanliness E. Descriptive Qualities	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 38 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  In the clinical setting: 1. Demonstrate assessing and dressing wounds 2. Demonstrate a wound irrigation 3. Demonstrate removal of sutures or staples from a wound and apply steri strips .

		<ul style="list-style-type: none"><li>1. Laceration/Incision/Abrasion/Contusion</li><li>VI. Wound healing<ul style="list-style-type: none"><li>A. Primary intention</li><li>B. Secondary intention</li><li>C. Tertiary intention</li></ul></li><li>VII. Nutrition in healing</li><li>VIII. Complications of wound healing<ul style="list-style-type: none"><li>A. Hemorrhage</li><li>B. Infections</li><li>C. Dehiscence/Evisceration</li></ul></li><li>IX. Factors affecting wound healing<ul style="list-style-type: none"><li>A. Delayed wound closure</li><li>B. Wound stress</li><li>C. Activity</li><li>D. Health status</li></ul></li><li>X. Wound assessment<ul style="list-style-type: none"><li>A. Wound appearance</li><li>B. Character of drainage<ul style="list-style-type: none"><li>1. Serous/sanguineous</li><li>2. Serosanguineous</li><li>C. Drains<ul style="list-style-type: none"><li>1. types used</li></ul></li><li>D. Wound closures<ul style="list-style-type: none"><li>1. Sutures/staples/steristrips</li></ul></li><li>E. Pain</li></ul></li></ul></li><li>XI. Dressings<ul style="list-style-type: none"><li>A. Purpose of dressings<ul style="list-style-type: none"><li>1. Protection</li><li>2. Preventing infection</li><li>3. Maintain skin integrity</li><li>4. Wound healing</li></ul></li></ul></li><li>XII. 3 Layers of dressings<ul style="list-style-type: none"><li>A. Contact layer</li><li>B. Absorbent layer</li><li>C. Outer layer</li></ul></li></ul>				
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		XIII. Types of dressings A. Gauze dressings B. Wet to dry dressings C. Nonadherent dressings D. Self-adhesive/telfa				
		XIII. Nursing interventions A. Cleaning skin and drain sites B. Irrigations C. Bandages and binders 1. Wrap and binder application				

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 6 continued**

**Unit Title: Hot/Cold Applications**

**Theory Hours this week:**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.0 hrs/Fund	1. Identify the types and local effects of heat application 2. Identify the types and local effects of cold applications 3. Discuss the types and indications for heat and cold therapies	I. Heat Therapy A. Heat appliances B. Effects of heat applications C. Response to heat therapy D. Conditions when heat is contraindicated II. Cold therapy A. Cold appliances B. Effects of cold applications C. Response to cold therapy D. conditions when cold is contraindicated III. Therapies A. Dry heat and cold applications 1. advantages and disadvantages B. Moist heat and cold applications 1. advantages and disadvantages C. Safety concerns 1. Assessment for temperature intolerance	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 38 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Demonstrate with return demonstration of the following: application of moist heat, dry heat moist cold, and dry cold therapies

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 7**

**Unit Title: Patient Education**

**Theory Hours this week: 7.2 Total**

**Clinical Hours: 21.6 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignmen	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 3.6 hrs/Fund	1. Discuss the standards and purposed for the teaching and learning process 2. Describe the domains of learning 3. List and differentiate between conditions and factors that can affect learning 4. Discuss the types of resources available to assist in client teaching 5. Describe ways in which teaching can be continued following hospital discharge 3. Describe the basic learning principles 4. Relate the nursing process to the learning principles	I. Client education A. Standards for client education B. Purposes for client teaching C. Teaching as a form of communication II. Domains of learning A. Cognitive 1. Acquiring knowledge 2. Comprehension 3. Analysis 4. Synthesis 5. Evaluation B. Affective learning 1. Receiving 2. Responding 3. Valuing 4. Organizing 5. Characterizing C. Psychomotor 1. Perception 2. Set 3. Guided response 4. Complex overt response 5. Adaption 6. Origination	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 9 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  1. Role play a situation in nursing where you are giving discharge instructions to a client.

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 7 continued**

**Unit Title: Sexuality**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours: \_\_\_\_\_**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.8hrs/ Fund 0.2 hrs/GD	1. Discuss sexuality and sexual health. 2. Discuss sexual development throughout the lifespan. 3. Review the various contraceptive methods and facts about common sexually transmitted infections. 4. Discuss factors influencing sexuality 5. Describe how sexuality changes with aging 6. Describe methods for assessing sexual functioning 7. Identify the older persons who are most at risk for experiencing problems related to sexuality 8. Discuss the concerns of aging lesbians, gay, bisexual, and transgender persons	I. Sexuality vs. sexual health A. Terminology II. Scientific Knowledge base A. Sexual development B. Sexual orientation III. Contraception A. Methods B. STI's IV. Sociocultural Dimensions of Sexuality A. Decisional issues B. Sexual health C. Cultural aspects D. Religious beliefs	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 11 Chapter 40 Wold Chapter 16 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  All previously learned skills

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 7 continued**

**Unit Title: Spiritual Health**

**Theory Hours this week:**

**Clinical Hours:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignment	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 0.9 hr/ Fund 0.1 hr/GD	1. Discuss the relationship of spiritual health to physiological and psychosocial health 2. Discuss the health related beliefs and practices for the followers of various religions 3. Discuss spiritual health and the nursing process	I. Spiritual Health A. Definition of spiritual health 1. Faith/belief systems B. Relationship to other dimensions C. Religious aspects/beliefs 1. Religion/religious II. Beliefs of various religious groups A. Beliefs about health B. Health crisis/illness C. Birth D. Death E. Diet III. Spiritual health and the nursing process A. Spiritual assessment B. Nursing diagnoses C. Nursing interventions 1. Support systems 2. Role of the clergy/spiritual advisor 3. Prayer 4. Resources	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	DeWit Chapter 14 Chapter Questions Quiz/Exam	Skills Lab	Upon completion of this unit the student will:  All previously learned skills

**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 7 continued**

**Unit Title: Loss, Death, Grief and End of Life Care**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 1.4 hrs/ Fund 0.2 hrs/GD	<ol style="list-style-type: none"> <li>1. Identify the nurse’s role when caring for patients who are experiencing loss, grief, or death</li> <li>2. Describe the types of loss and grief experienced throughout life</li> <li>3. Describe the stages of grief and dying, with their associated behaviors and feelings</li> <li>4. Identify three common fears a client is likely to experience when dying</li> <li>5. List the common signs of impending death</li> <li>6. Explain the difference between a patient's right to refuse treatment and assisted suicide</li> <li>7. Identify factors that are likely to influence end of life decision making</li> <li>8. Identify cultural and spiritual considerations related to end of life care</li> <li>9. Discuss the role of the nurse when interfacing with the bereaved</li> </ol>	<ol style="list-style-type: none"> <li>I. Nurse’s role               <ol style="list-style-type: none"> <li>A. Knowledge and caring</li> <li>B. Confidence, courage and compassion</li> </ol> </li> <li>II. Types of Loss               <ol style="list-style-type: none"> <li>A. Necessary loss</li> <li>B. Maturation loss</li> <li>C. Situational loss</li> </ol> </li> <li>III. Types of Grief               <ol style="list-style-type: none"> <li>A. Normal grief</li> <li>B. Anticipatory grief</li> <li>C. Disenfranchised grief</li> <li>D. Complicated grief</li> </ol> </li> <li>IV. Theories of Grief and Mourning               <ol style="list-style-type: none"> <li>A. Stages of Dying – Kubler-Ross</li> <li>B. Attachment Theory Bowlby</li> <li>C. Grief Task Model – Worden</li> <li>D. Rando’s “R” Process Model</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*PowerPoint presentations</li> <li>*Study Guide</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group discussion</li> <li>*Case studies</li> <li>*Return demos</li> <li>*Instructor observation</li> <li>*Group presentation</li> <li>*Role playing</li> <li>*Critical thinking</li> </ul>	DeWit Chapter 15 Wold Chapter 15 Chapter Questions Quiz/Exam	Skills Lab	<p>Upon completion of this unit the student will:</p> <ol style="list-style-type: none"> <li>1. For a mock client design a nursing Plan of Care for a client who is dying</li> <li>2. For a mock client discuss the implications of the death, dying and grieving process on the family or significant others</li> <li>3. Role play a client who has just received the diagnosis of a condition</li> </ol>

	10. Discuss Factors Influencing Loss and Grief	V. Factors Influencing Loss and Grief A. Human Development B. Personal Relationships C. Nature of the Loss D. Nature of the Loss E. Coping Strategies F. Socioeconomic Status G. Culture and Ethnicity H. Spiritual and Religious Beliefs				
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**Vocational Nursing Program**  
**Curriculum Content - HCRS C100 Fundamentals**  
**Instructional Plan: Level 1 Week 8**

**Unit Title: Final Exam**

**Theory Hours this week: 3.6 total**

**Clinical Hours: 10.8 total**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
HCRS C100 3.1 hrs/ Fund 0.5 hrs/Nut	Final examination Course and Instructor Evaluation	1. Cumulative Review of Material	*Lecture *Discussion *Reading *PowerPoint presentations *Study Guide  <b>Methods of Evaluation</b> *Testing *Group discussion *Case studies *Return demos *Instructor observation *Group presentation *Role playing *Critical thinking	Final Exam	10.8 Skills lab	1. Final skills testing in the skills lab

**Key**

<b>For All Programs:</b>	NP Nursing Process	CCC Culturally Congruent Care	M/S Medical/Surgical Nursing
A/P Anatomy and Physiology	PE Patient Education	EOL End-of-Life Care	REH Rehabilitation Nursing
CDIS Communicable Diseases	PHARM Pharmacology	<b>For VN Programs only:</b>	<b>For PT Programs only:</b>
COM Communication	LDR Leadership	FUN Nursing Fundamentals	NS Nursing Science Fundamentals
NUT Nutrition	SUP Supervision	MAT Maternity Nursing	MD Mental Disorders
PSY Psychology	ETH Ethics and Unethical Conduct	PED Pediatric Nursing	DD Dev. Disabilities
G/D Normal Growth and Development	CT Critical Thinking	GER Gerontological Nursing	



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 1/8**

**Unit Title: Fluid, Electrolyte, Acid/Base Balance**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 10.8 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.6 hr/Nut	<ol style="list-style-type: none"> <li>1. Recall the various functions fluid performs in the body</li> <li>2. Identify the body's mechanisms for fluid regulation</li> <li>3. Review three ways in which body fluids are continually being distributed among the fluid compartments</li> <li>4. Distinguish the signs and symptoms of various electrolyte imbalances</li> <li>5. Discuss why the elderly have more problems with fluid and electrolyte imbalances</li> <li>6. Recognize the disorders that cause specific fluid and electrolyte imbalances</li> <li>7. Compare the major causes of acid base imbalances</li> <li>8. State correct interventions to correct an acid base imbalance</li> </ol>	<ol style="list-style-type: none"> <li>1. Fluids, Electrolytes, Acid-Base Balance               <ol style="list-style-type: none"> <li>A. Distribution and Regulation of Body Fluids                   <ol style="list-style-type: none"> <li>i. Movement of fluid and electrolytes</li> </ol> </li> <li>B. Fluid Imbalances                   <ol style="list-style-type: none"> <li>i. Pathophysiology</li> <li>ii. Deficient Fluid Volume</li> <li>ii. Nausea and Vomiting</li> <li>iv. Diarrhea</li> <li>v. Excess fluid volume</li> <li>vi/. Edema</li> </ol> </li> <li>C. Electrolytes                   <ol style="list-style-type: none"> <li>i. Osmolality</li> </ol> </li> <li>D. Electrolyte Imbalance                   <ol style="list-style-type: none"> <li>i. Sodium</li> <li>ii. Potassium</li> <li>iii. Calcium</li> <li>iv. Magnesium</li> <li>v. Anion</li> </ol> </li> <li>E. Acid Base System</li> <li>F. Acid Base Imbalances                   <ol style="list-style-type: none"> <li>i. Pathophysiology</li> <li>ii. Arterial Blood Gas Analysis</li> <li>iii. Respiratory Acidosis</li> <li>iv. Metabolic Acidosis</li> <li>v. Respiratory Alkalosis</li> <li>vi. Metabolic Alkalosis</li> </ol> </li> <li>G. Home Care</li> <li>H. Community Care</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 3 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<b>Routine Standards</b> <ol style="list-style-type: none"> <li>1. Demonstrate Professional conduct at all times</li> <li>2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications</li> <li>3. Demonstrate responsibility for the care of assigned clients</li> <li>4. Demonstrate effective communication skills with clients, staff, peers, and instructors</li> <li>5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care</li> <li>6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe</li> <li>7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients</li> <li>8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy</li>   <li>1. Assess clients for signs of dehydration</li> <li>2. Correctly assess for and identify edema and signs of overhydration</li> <li>3. Recognize electrolyte imbalances</li> <li>4. Carry out interventions to correct an electrolyte imbalance</li> <li>5. Determine if a patient has an acid base imbalance</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

**Week 2/9**

**Unit Title: Respiratory System**

**Theory Hours this week: 7.2 Total**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/ MS 0.4 hr/ Nut	1. Recall the structure and function of the respiratory system 2. Identify three causative factors related to disorders of the respiratory system 3. Provide instructions to clients on measures to prevent long term problems of the respiratory system 4. Employ proper techniques for assessing the respiratory system 5. List nursing responsibilities for clients undergoing diagnostic tests and procedures for disorders of the respiratory system.	1. Overview of the Anatomy & Physiology of the Respiratory System A. Structures B. Functions C. Protection D. Oxygen Carbon Dioxide Exchange E. Changes across the Life Span 2. Respiratory Disorders A. Causes B. Prevention 3. Common Respiratory Patient Care Problems A. Ineffective Airway Clearance B. Ineffective Breathing Patterns C. Risk of Infection D. Alterations in Nutrition and Hydration E. Fatigue	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 13 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Verify that nursing diagnoses chosen for clients with problems of the respiratory system are appropriate 2. Propose interventions for a client who has a problem with oxygenation 3. Teach a client to cough effectively 4. Set a client up for oxygen administration via nasal cannula, mask. 5. Demonstrate all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 2/9 continued**

**Unit Title: Care of Patients with Disorders of the Upper Respiratory System**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0	1. Recognize symptoms of disorders of the sinuses, pharynx, and larynx 2. Describe pre- and postoperative care for the client undergoing a tonsillectomy 3. Utilize emergency measures for the client with an airway obstruction 4. Devise a nursing plan of care for the client who has had a laryngectomy. 5. Describe safety factors to be considered when caring for a client with a tracheostomy.	1. Disorders of the Nose and Sinuses A. Upper Respiratory Infection i. Common Cold ii. Rhinitis iii. Sinusitis iv. Epistaxis v. Pharyngitis vi. Tonsillitis B. Obstruction and Trauma 1. Airway Obstruction and Respiratory Arrest ii. Sleep Apnea iii. Nasal Fracture iv. Cancer of the Larynx 2. Community Care A. Home Care B. Extended Care 3. Nursing Management	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 14 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Institute measures to stop epistaxis 2. Provide tracheostomy care 3. Devise interventions for the psychosocial care of the client who has undergone a laryngectomy 4. Demonstrate all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 2/9 continued**

**Unit Title: Care of Patients with Disorders of the Lower Respiratory System**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.20 hr/ MS 0.40 hr/Nut	<ol style="list-style-type: none"> <li>1. Compare and contrast commonalities and differences in nursing care for clients with bronchitis, influenza, pneumonia, empyema, and pleurisy</li> <li>2. List at least three nursing interventions appropriate for care of clients experiencing the following: persistent cough, increased secretions in the respiratory tract, dyspnea, alteration in nutrition and hydration related to respiratory disorder, and fatigue related to hypoxia</li> <li>3. Describe ways a nurse can contribute to prevention and prompt treatment of tuberculosis</li> <li>4. Illustrate the pathophysiologic changes that occur during an asthma attack</li> <li>5. Identify problems that occur with aging that may cause a restrictive pulmonary disorder</li> <li>6. Describe the specifics of nursing care for the patient who has had thoracic surgery and has chest tubes in place</li> </ol>	<ol style="list-style-type: none"> <li>1. Respiratory Infectious Diseases               <ol style="list-style-type: none"> <li>A. Acute Bronchitis</li> <li>B. Influenza</li> <li>C. Pneumonia</li> <li>D. Empyema</li> <li>E. Fungal Infections</li> <li>F. Occupational Lung Disorders</li> <li>G. Tuberculosis</li> <li>H. Extrapulmonary Tuberculosis</li> <li>I. Bronchiectasis</li> <li>J. Interstitial Pulmonary Disease</li> </ol> </li> <li>2. Restrictive Pulmonary Disorders               <ol style="list-style-type: none"> <li>A. Pleurisy</li> <li>B. Pleural Effusion</li> </ol> </li> <li>3. Obstructive Pulmonary Disorders               <ol style="list-style-type: none"> <li>A. Atelectasis</li> <li>B. Chronic Obstructive Pulmonary Disease                   <ol style="list-style-type: none"> <li>i. Emphysema</li> <li>ii. Chronic Bronchitis</li> </ol> </li> <li>C. Asthma</li> <li>D. Lung Cancer</li> </ol> </li> <li>4. Pulmonary Vascular Disorders               <ol style="list-style-type: none"> <li>A. Pulmonary Embolism</li> <li>B. Primary Pulmonary Hypertension</li> </ol> </li> <li>5. Chest Injuries               <ol style="list-style-type: none"> <li>A. Fractured Ribs</li> <li>B. Flail Chest</li> <li>C. Penetrating Wounds</li> <li>D. Pneumothorax and Hemothorax</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 15 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Complete a nursing plan of care, including home care, for the client with chronic airflow limitation</li> <li>2. Devise a nursing plan of care for the tracheostomy client on oxygen and on a mechanical ventilator</li> <li>3. Develop a teaching plan for the client diagnosed with moderate asthma</li> <li>4. Collect a sputum specimen</li> <li>5. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		6. Lung Disorders A. Pulmonary Edema B. Adult Respiratory Distress Syndrome 7. Common Therapeutic Measures A. Surgery B. Medication C. Humidification D. Pulmonary Hygiene E. Oxygen Therapy F. Mechanical Ventilation 8. Community Care A. Home Care B. Resources 9. Nursing Management				
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**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 3/10**

**Unit Title: The Sensory System: Eye and Ear**

**Theory Hours this week: 7.2**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.2 hr/ MS 0.4 hr/ Nut	1. Identify ways in which nurses can help clients preserve their sight and hearing 2. Identify signs and symptoms of eye problems 3. Discuss tests and examinations used to diagnose eye and ear disorders 4. Describe nursing activities associated with assessing the eye and ear 5. Utilize the nursing process for clients with disorders of the eye or ear	1. Overview of Anatomy & Physiology of the Eye A. Structures B. Functions C. Changes across the Lifespan 2. Eye Disorders A. Causes B. Prevention i. Basic Eye Care ii. Eye Injury iii. Visual Loss iv. Diagnostic tests and examinations 3. Community Care A. Home Care B. Education C. Resources 4. Nursing Management 5. Overview of Anatomy & Physiology of the Ear A. Structures B. Functions C. Changes across the Life Span 6. Ear Disorders A. Causes B. Prevention C. Diagnostic Tests 7. Common Problems of Patients with Ear Disorders A. Hearing Impairment B. Dizziness and Vertigo C. Tinnitus	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 26 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Provide teaching for a client who is to undergo tests for a vision problem 2. Perform focused assessments for disorders of the eyes and ears 3. Assist visually impaired clients to find resources to maximize their vision 4. Instruct a spouse in ways to effectively communicate with a hearing impaired partner 5. Demonstrate all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		8. Rehabilitation for Hearing Loss A. Lip reading B. Sign Language C. Hearing Aids D. Cochlear Implants E. Hearing Assistive Devices				
		9. Community Care A. Home Care B. Education C. Resources				
		10. Nursing Management				

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 3/10 continued**

**Unit Title: Care of Patients with Disorders of the Eyes and Ears**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.2 hr/MS 0.4 hr/Nut	1. Discuss errors of refraction and their treatment 2. Compare measures used to provide assistance after a chemical eye burn and those for an eye injury with a foreign object 3. Describe the signs and symptoms of selected disorders of the eye and appropriate medical treatment and nursing interventions for each 4. Discuss nursing interventions to care for the patient after a scleral buckle or a cataract extraction 5. Identify aids and resources for people with vision loss 6. Explore the impact of hearing or vision loss on an individual and their family 7. List the signs and symptoms of selected disorders of the ear, appropriate medical or surgical treatment, and nursing interventions for each 8. Teach the client with tinnitus or vertigo measures that may decrease the symptoms 9. Discuss aids and resources for clients with impaired hearing or tinnitus	1. Common Disorders of the Eye A. Errors of Refraction B. Corneal Disorders C. Eye Trauma D. Cataract E. Glaucoma i. Narrow Angle ii. Open Angle F. Retinal Detachment G. Retinopathy H. Macular Degeneration 2. Nursing Care of the Patient having Eye Surgery A. Preoperative Care B. Postoperative Care 3. Common Disorders of the Ear A. External Otitis B. Impacted Cerumen and Foreign Bodies C. Otitis Media D. Labyrinthitis E. Meniere’s Disease F. Otosclerosis 4. Nursing Care of the Patient having Ear Surgery A. Preoperative Care B. Postoperative Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 27 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Provide appropriate care for a client who is preoperative for eye surgery 2. Properly administer eye medications 3. Teach a client to properly administer ear medication 4. Provide appropriate care for a postoperative ear surgery client 5. Demonstrate all previously learned skills



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 4/11**

**Unit Title: The Gastrointestinal System**

**Theory Hours this week: 7.2**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.2 hr/MS 0.4 hr/ Nut	<ol style="list-style-type: none"> <li>1. Identify three majors causative factors in the development of disorders of the gastrointestinal system</li> <li>2. Explain three measures to prevent development of disorders of the gastrointestinal system</li> <li>3. List nursing responsibilities in the pre- and post-test care of clients undergoing diagnostic tests for disorders of the gastrointestinal system</li> <li>4. Describe the assessment of a client with a possible gastrointestinal disorder</li> <li>5. State the care needed for a client who is having a liver biopsy</li> </ol>	<ol style="list-style-type: none"> <li>1. Overview of the Gastrointestinal System               <ol style="list-style-type: none"> <li>A. Organs</li> <li>B. Structures</li> <li>C. Function</li> <li>D. Effects of Aging on Gastrointestinal System</li> </ol> </li> <li>2. Causes of Gastrointestinal Tract Disorders               <ol style="list-style-type: none"> <li>A. Exposure</li> <li>B. Obstruction</li> <li>C. Psychological/Emotional</li> <li>D. Genetics</li> <li>E. Autoimmune Diseases</li> <li>F. Gallbladder Disorders</li> <li>G. Liver Disorders</li> <li>H. Pancreatic Disorders</li> </ol> </li> <li>3. Prevention of Gastrointestinal Disorders               <ol style="list-style-type: none"> <li>A. Diet</li> <li>B. Oral Health</li> <li>C. Exercise</li> <li>D. Body Weight</li> <li>E. Hand Hygiene</li> </ol> </li> <li>A4. Diagnostic Tests, Procedures               <ol style="list-style-type: none"> <li>A. X-ray</li> <li>B. CT Scans</li> <li>C. Nuclear Medicine Scans</li> <li>D. Ultrasound</li> <li>E. Endoscopy</li> <li>F. MRI</li> </ol> </li> <li>5. Common Problems related to Gastrointestinal Tract               <ol style="list-style-type: none"> <li>A. Anorexia</li> <li>B. Nausea and Vomiting</li> <li>C. Accumulation of Flatus</li> <li>D. Constipation</li> <li>E. Diarrhea</li> <li>F. Bowel Incontinence</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group</li> <li>Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 28 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Perform an assessment of gastrointestinal status</li> <li>2. Provide pre- and post-test care of clients undergoing tests of the liver, gallbladder and pancreas</li> <li>3. Provide care for a client who is experiencing diarrhea</li> <li>4. Teach a client experiencing constipation ways to alleviate the problem</li> <li>5. Collect a stool specimen</li> <li>6. Test a stool specimen for occult blood</li> <li>7. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		6. Nursing Management				
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**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**  
**Week 4/11 continued**

**Unit Title: Care of Patients with Disorders of the Upper Gastrointestinal System**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/MS 0.4 hr/Nut	1. Discuss obesity and its management, including bariatric surgery 2. Compare signs and symptoms of oral, esophageal, and stomach cancer 3. Illustrate the cause of gastroesophageal reflux disease (GERD) 4. Explain the etiology and prognosis for Barrett's esophagus 5. Describe the pathophysiology means of medical diagnosis and treatment for gastritis 6. Compare and contrast treatment and nursing care of a client with GERD and a client with a peptic ulcer 7. Devise a nursing plan of care for a client with a gastrointestinal disorder 8. Review the difference in the care of the client with a nasogastric tube for decompression and a feeding tube	1. Obesity A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 2. Anorexia Nervosa A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 3. Bulimia Nervosa A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 4. Stomatitis A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 5. Dysphagia A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 6. Cancer of the Oral Cavity A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 29 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Prepare a teaching plan for a client who has GERD 2. Plan postoperative care for a client having gastric surgery 3. Demonstrate proper care of the client with a Salem sump tube for gastric decompression 4. Manage a tube feeding for the client receiving formula via a feeding pump 5. Demonstrate all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		D. Treatment E. Nursing Management 7. Cancer of the Esophagus A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management				
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		<p>8. Hiatal Hernia  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>9. Gastroesophageal Reflux Disease  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>10. Gastroenteritis  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p><b>11. Gastritis</b>  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p>				

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		<p>12. Peptic Ulcer  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>13. Gastric Cancer  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>14. Common Therapies for Disorders of the Gastrointestinal System  A. Gastrointestinal Decompression  B. Enteral Nutrition  C. Total Parenteral Nutrition  D. Jejunostomy Tube Placement</p>				
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**Week 5/12**

**Unit Title: Care of Patients with Disorders of the Lower Gastrointestinal System**

**Theory Hours this week: 7.2**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.4 hr/MS 0.2 hr/Nut	<ol style="list-style-type: none"> <li>1. Describe the etiology and signs and symptoms of various types of hernias</li> <li>2. Discuss the characteristics of irritable bowel syndrome</li> <li>3. Explain how diverticulitis occurs</li> <li>4. Illustrate how the two types of intestinal obstruction occur and their danger</li> <li>5. Describe the pathophysiology methods of diagnosis and treatment for ulcerative colitis and Crohn's disease</li> <li>6. List nursing interventions for the patient with inflammatory bowel disease</li> <li>7. Differentiate the signs and symptoms of appendicitis from those of peritonitis</li> <li>8. Compare the characteristics of hemorrhoids pilonidal sinus, and anorectal fistula</li> <li>9. Create a teaching plan for the prevention of colorectal cancer</li> <li>10. Identify nursing interventions for the patient having surgery of the lower intestine and rectum</li> </ol>	<ol style="list-style-type: none"> <li>1. Abdominal and Inguinal Hernia               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>2. Irritable Bowel Syndrome               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>3. Diverticula               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>4. Intestinal Obstruction               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>5. Ulcerative Colitis and Crohns Disease               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>6. Appendicitis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 30 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Write a nursing plan of care for the client with cancer of the colon and intestinal obstruction</li> <li>2. Formulate a nursing plan of care for a patient undergoing colostomy, considering the type of stoma and the effluent it produces</li> <li>3. Prepare to provide care for a client with an ileostomy</li> <li>4. Demonstrate all previously learned skills</li> </ol>

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		<p>D. Treatment  E. Nursing Management  7. Peritonitis  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p>				
		<p>8. Malabsorption  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p>				
		<p>9. Hemorrhoids  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management  10. Pilonidal Sinus  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management  11. Anorectal Abscess and Fistula  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p>				



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		<ul style="list-style-type: none"> <li>12. Colon Cancer               <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> </li> <li>13. Ostomy Surgery and Care               <ul style="list-style-type: none"> <li>A. Colostomy</li> <li>B. Ileostomy</li> <li>C. Nursing Management</li> <li>D. Postoperative Care</li> </ul> </li> <li>14. Community Care               <ul style="list-style-type: none"> <li>A. Home Care</li> <li>B. Resources</li> </ul> </li> </ul>				

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**Week 5/12 continued**

**Unit Title: Care of Patients with Disorders of the Gallbladder, Liver and Pancreas**

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hr/MS 0.6 hr/Nut	<ol style="list-style-type: none"> <li>1. Explain the plan of care for the client with cholelithiasis</li> <li>2. Describe treatment for the client with cholecystitis</li> <li>3. List the ways in which the various types of hepatitis can be transmitted</li> <li>4. Identify signs and symptoms of the various types of hepatitis</li> <li>5. Devise appropriate nursing interventions for the client with cirrhosis and ascites</li> <li>6. Indicate potential causes of liver failure</li> <li>7. Differentiate the signs and symptoms of acute and chronic liver failure</li> <li>8. Devise a nursing plan of care for the patient with cancer of the liver</li> <li>9. Prepare a plan for adequate pain control for the patient with pancreatitis</li> <li>10. Compare the treatment options for cancer of the pancreas</li> </ol>	<ol style="list-style-type: none"> <li>1. Cholelithiasis and Cholecystitis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>2. Hepatitis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>3. Cirrhosis of the Liver               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>4. Liver Transplantation               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>5. Cancer of the Liver               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>6. Acute Pancreatitis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 31 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Perform preoperative teaching for a patient who is to undergo laparoscopic cholecystectomy</li> <li>2. Write a nursing plan of care, including psychosocial concerns, for the patient who has hepatitis and is jaundiced</li> <li>3. Instruct a client on discharge instructions following a cholestatomy</li> <li>4. Demonstrate all previously learned skills</li> </ol>

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		<ul style="list-style-type: none"> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul>				
		<ul style="list-style-type: none"> <li>7. Chronic Pancreatitis</li> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul>				
		<ul style="list-style-type: none"> <li>8. Cancer of the Pancreas</li> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> </ul>				
		<ul style="list-style-type: none"> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul>				
		<ul style="list-style-type: none"> <li>9. Community Care</li> <li>A. Home Care</li> <li>B. Resources</li> </ul>				

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**Week 6/13**

**Unit Title: The Urinary System**

**Theory Hours this week: 7.2**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hr/MS 0.6 hr/Nut	<ol style="list-style-type: none"> <li>1. Review the anatomy and physiology of the urinary system</li> <li>2. Identify causes of urologic problems and disorders</li> <li>3. Discuss ways in which the nurse can help clients to prevent or cope with urologic disorders</li> <li>4. Discuss the psychosocial impact of urinary incontinence</li> </ol>	<ol style="list-style-type: none"> <li>1. Overview of Anatomy and Physiology of the Urologic System               <ol style="list-style-type: none"> <li>A. Structures</li> <li>B. Functions</li> <li>C. Changes across the Life Span</li> </ol> </li> <li>2. Causes of Urologic Disorders               <ol style="list-style-type: none"> <li>A. Hypertension</li> <li>B. Immune Reaction</li> <li>C. Bacterial Infections</li> <li>D. Obstruction</li> </ol> </li> <li>3. Prevention of Urologic Problems               <ol style="list-style-type: none"> <li>A. Fluids</li> <li>B. Blood Pressure</li> <li>C. Hygiene</li> </ol> </li> <li>4. Diagnostic Tests and Procedures               <ol style="list-style-type: none"> <li>A. Renal Biopsy</li> <li>B. Lab Work</li> <li>C. Radiological Exams</li> </ol> </li> <li>5. Nursing Management               <ol style="list-style-type: none"> <li>A. Assessment</li> <li>B. Nursing Diagnosis</li> <li>C. Planning</li> <li>D. Implementation</li> <li>E. Evaluation</li> </ol> </li> <li>6. Common Urologic Problems</li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 34 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Identify nursing responsibilities in the pre- and post-procedure care of clients undergoing urologic diagnostic studies</li> <li>2. Describe initial and ongoing nursing assessment of a client's urologic status</li> <li>3. Care for a client with an indwelling catheter and perform catheter care</li> <li>4. Assist a client with bladder training</li> <li>5. Demonstrate all previously learned skills</li> </ol>

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**Week 6/13 continued**

**Unit Title: Care of Patients with Disorders of the Urinary System**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.4 hr/MS 0.2 hr/Nut	1. Describe signs and symptoms of selected urologic inflammatory disorders and nursing interventions for these clients. 2. Discuss nursing management for clients with acute or chronic glomerulonephritis 3. Describe nursing assessments and interventions for clients with acute renal failure 4. Describe the needs of clients on long term hemodialysis 5. Discuss the benefits and special problems associated with kidney transplantation	1. Cystitis A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 2. Urethritis A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management 3. Pyelonephritis A. Etiology and Pathophysiology B. Signs and Symptoms C. Diagnosis D. Treatment E. Nursing Management	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 35 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	1. Care for a client with continuous irrigation ordered following surgery 2. Using sterile technique insert a foley catheter in both a female and male client 3. Demonstrate all previously learned skills

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		<p>4. Acute Glomerulonephritis  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>5. Chronic Glomerulonephritis  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>6. Nephrotic Syndrome  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>7. Hydrocephalus  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p>				

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		<p>8. Renal Stenosis  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>9. Renal Stones  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>10. Trauma to the Kidneys and Ureters  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>11. Trauma to the Bladder  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>i</p>				
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		<p>12. Cancer of the Bladder  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>13. Cancer of the Kidney  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>14. Acute Renal Failure  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>15. Chronic Renal Failure  A. Etiology and Pathophysiology  B. Signs and Symptoms  C. Diagnosis  D. Treatment  E. Nursing Management</p> <p>16. Community Care  A. Home Care  B. Resources</p>				



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**Week 7/14**

**Unit Title: The Integumentary System**

**Theory Hours this week: 7.2**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hr/MS 0.6 hr/Nut	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the skin</li> <li>2. Discuss the changes that occur with aging that affect the skin barrier</li> <li>3. Discuss the various causes of integumentary disorders</li> <li>4. Identify important factors in the prevention of skin disease</li> <li>5. Plan specific measure to prevent pressure ulcers</li> <li>6. Interpret laboratory and diagnostic test results for skin disorders</li> <li>7. State nursing responsibilities in the diagnosis of skin disorders</li> <li>8. Describe the proper staging of a pressure ulcer</li> <li>9. Write outcome objectives for a patient with a nursing diagnosis of Impaired Skin Integrity</li> <li>10. Develop a teaching plan appropriate for adolescents and young adults for the prevention of skin cancer</li> </ol>	<ol style="list-style-type: none"> <li>1. Overview of Anatomy and Physiology of the Integumentary System               <ol style="list-style-type: none"> <li>A. Structure</li> <li>B. Functions</li> </ol> </li> <li>2. Causes across the Life Span               <ol style="list-style-type: none"> <li>A. Skin</li> <li>B. Systemic</li> </ol> </li> <li>3. Causes of Skin disorders               <ol style="list-style-type: none"> <li>A. Cleanliness</li> <li>B. Diet</li> <li>C. Age</li> <li>D. Environment</li> </ol> </li> <li>4. Pressure Ulcers               <ol style="list-style-type: none"> <li>A. Causes</li> <li>B. Stages</li> </ol> </li> <li>5. Nursing Management</li> <li>6. Diagnostic Tests and Procedures               <ol style="list-style-type: none"> <li>A. Culture and Sensitivity Tests</li> <li>B. Microscopic Tests</li> <li>C. Special Light Inspections</li> <li>D. Diascopy</li> <li>E. Skin Patch Testing</li> </ol> </li> <li>7. Nursing Management</li> <li>8. Documentation               <ol style="list-style-type: none"> <li>A. Types of Lesions</li> <li>B. Stages</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 42 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Teach three clients to perform a self-assessment of the skin</li> <li>2. Perform a focused integumentary assessment on a client</li> <li>3. Provide ordered therapeutic measures for a client with an integumentary disorder</li> <li>4. Demonstrate all previously learned skills</li> </ol>

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**Week 7/14 continued**

**Unit Title: Care of Patients with Integumentary Disorders and Burns**

**Theory Hours this week: \_\_\_\_\_**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hr/ MS 0.6 hrs/Nut	<ol style="list-style-type: none"> <li>1. Describe the etiology of dermatitis</li> <li>2. Plan psychosocial interventions for the patient who has psoriasis</li> <li>3. Compare the treatment of fungal skin or nail disorders to the treatment of bacterial skin disorders</li> <li>4. List the main nursing care points for clients with herpes virus infections</li> <li>5. Discuss the types of acne and their treatment</li> <li>6. Compare the characteristics of various types of skin cancer</li> <li>7. Compose a teaching plan for a family of an immobile patient to prevent pressure ulcers</li> <li>8. Prepare a plan of care for each stage of a pressure ulcer</li> <li>9. List important assessment points for the patient who has sustained a burn</li> <li>10. Explain emergency burn care</li> <li>11. Identify the measures used for burn treatment during the acute or emergent phase</li> <li>12. Describe the process of rehabilitation for the patient with a major burn</li> </ol>	<ol style="list-style-type: none"> <li>1. Dermatitis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>2. Acne               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>3. Psoriasis               <ol style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 43 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C113	<ol style="list-style-type: none"> <li>1. Teach a family about care for the client and home when scabies are present</li> <li>2. Assess the skin of family members for signs of skin cancer</li> <li>3. Provide care for a Stage III or Stage IV pressure ulcer</li> <li>4. Apply Standard Precautions and sterile technique for the care of a burn</li> <li>5. Assist with the planning of care after the acute stage of a major burn, paying attention to both physical and psychosocial needs</li> <li>6. Demonstrate all previously learned skills</li> </ol>

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**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		<p>4. Stevens-Johnson Syndrome</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>5. Bacterial Infections</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>6. Herpes Zoster</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>7. Tinea Pedis</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>8. Pediculosis and Scabies</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>9. Skin Cancer</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul> <p>10. Pressure Ulcers</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> <li>B. Signs and Symptoms</li> <li>C. Diagnosis</li> </ul>				
		<ul style="list-style-type: none"> <li>D. Treatment</li> <li>E. Nursing Management</li> </ul>				
		<p>11. Skin Tears</p> <ul style="list-style-type: none"> <li>A. Etiology and Pathophysiology</li> </ul>				

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

		B. Signs and Symptoms				
		C. Diagnosis				
		D. Treatment				
		E. Nursing Management				
		12. Burns				
		A. Etiology and Pathophysiology				
		B. Signs and Symptoms				
		C. Diagnosis				
		D. Treatment				
		E. Nursing Management				
		13. Community Care				
		A. Home Care				
		B. Extended Care				
		C. Resources				

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

**Week 8/15**

**Unit Title: Finals**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 HCRS C113**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.1 hr/ MS 0.5 hr/Nut	Review of Semester – Final Exam		*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Final Exam Skills Checklist	HCRS C113	Review of clinical skills and skills checklist – skills lab

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – Medical Surgical Nursing I**  
**Instructional Plan: Level 1 Semester 1**

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 1**

**Unit Title: Foundations of Pharmacology**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.2hr/Pharm	1. Identify course textbook, assignments, activities, policies, and testing and grading procedures for HCRS C107 2. Relate grading procedures to successful outcome. 3. Review SVN Student Handbook	I. Introduction and overview. A. Course expectations. B. Course objectives.	Lecture Discussion	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Student handbook</li> </ul>		



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/ 1<sup>st</sup> Semester Week 1 (cont)**

**Unit Title: Foundations of Pharmacology**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.1 hr/Pharm	1. Define the word pharmacology 2. Outline the steps involved in developing and approving a new drug in the United States. 3. Describe the federal controls on drugs that have abuse potential. 4. Differentiate between generic and brand- name drugs, over- the-counter and prescription drugs 5. Explain the benefits and risks associated with the use of over- the- counter drugs.	I. Introduction to Drugs A. Sources of Drugs 1. Natural sources 2. Synthetic Sources B. Drug evaluation 1. Pre clinical trials 2. Phase 1 studies 3. phase 2 studies 4. Phase 3 studies 5. Food and Drug Administration Approval 6. Phase 4 studies C. Legal Regulation of Drugs 1. Safety during Pregnancy 2. Controlled substances 3. Generic 4. over the counter 5. orphan D. Sources of Drug information 1. drug labels 2. package inserts 3. reference books 4. Journals 5. internet	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 1 Study Guide  Kaplan Pharmacology Module pre test		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 1 (cont)**

**Unit Title: Foundations of Pharmacology**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.1 hr/Pharm	1. Describe how body cells respond to the presence of drugs that are capable of altering their function. 2. Outline the process of dynamic equilibrium that determines the actual concentration of a drug in the body. 3. Explain the meaning of half- life of a drug and calculate the half- life of given drugs. 4. List factors that can influence the actual effectiveness of drugs in the body. 5. Define drug– drug, drug– alternative therapy, drug– food, and drug– laboratory test interactions	I. Drugs and the Body A. Pharmacodynamics 1. receptor sites 2. drug enzyme interactions 3. selective toxicity B. Pharmacokinetics 1. critical concentration 2. loading dose 3. dynamic equilibrium a. Absorption from the site of entry b. Distribution to the active site c. Biotransformation ( metabolism) in the liver d. Excretion from the body C. Factors influencing drug effects 1. Age 2. Weight 3. Gender 4. Physiological factors 5. Pathological factors 6. Genetic factors 7. Immunological factors 8. Psychological factors 9. Environmental factors 10. Tolerance 11. Cumulation 12. Interaction	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 2 Study Guide		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 2**

**Unit Title: Principles of Drug Actions & Interactions**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.5 hr/Pharm	1. Define the term adverse drug reaction and explain the clinical significance of this reaction. 2. List four types of allergic responses to drug therapy. 3. Discuss five common examples of drug- induced tissue damage. 4. Define the term poison. 5. Outline the important factors to consider when applying the nursing process to selected situations of drug poisoning.	I. Toxic effects of Drugs A. Adverse effects B. Drug allergy 1. Types 2. Assessment 3. Interventions C. Drug induced tissue and organ damage 1. Dermatological reactions 2. Super infections 3. Blood dyscrasia 4. Toxicity 5. Alterations in glucose metabolism 6. Electrolyte imbalance 7. Sensory effects 8. Neurological effects 9. Teratogenicity	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 2, 3 Study Guide		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/ Semester 1 Week 2 (cont)**

**Unit Title: Nursing Process and Pharmacology**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.5 hr/Pharm	<ol style="list-style-type: none"> <li>1. List the responsibilities of the nurse in drug therapy.</li> <li>2. Explain what is involved in each step of the nursing process as it relates to drug therapy.</li> <li>3. Describe key points that must be incorporated into the assessment of a patient receiving drug therapy.</li> <li>4. Describe the essential elements of a medication order.</li> <li>5. Outline the important points that must be assessed and considered before administering a drug, combining knowledge about the drug with knowledge of the patient and the environment.</li> <li>6. Describe the role of the nurse and the patient in preventing medication errors.</li> </ol>	<ol style="list-style-type: none"> <li>I. Nursing process in drug therapy and patient safety               <ol style="list-style-type: none"> <li>A. Nursing Process                   <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing diagnosis</li> <li>3. Implementation</li> <li>4. Evaluation</li> </ol> </li> <li>B. Prevention of Medication error                   <ol style="list-style-type: none"> <li>1. Nurse's role</li> <li>2. Patient's role</li> <li>3. Reporting medication errors</li> </ol> </li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 4 Study Guide		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 2(cont)**

**Unit Title: Principles of Medication Administration & Safety**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.4 hr/Pharm	1. Describe four measuring systems that can be used in drug therapy. 2. Convert between different measuring systems when given drug orders and available forms of the drugs. 3. Calculate the correct dose of a drug when given examples of drug orders and available forms of the drugs ordered	I. Dosage Calculations A. Measuring systems B. Conversion between systems C. Calculating doses	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 6 Study Guide  Pickar Dosage & Solutions Questions as assigned  Kaplan Pre Math Assessment		1. Calculate correct dosages of medications for clients

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 3**

**Unit Title: Principles of Medication Administration & Safety**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	1. Discuss the impact of the media, the Internet, and direct- to- consumer advertising on drug sales and prescriptions. 2. Explain the growing use of over- the-counter drugs and the impact it has on safe medical care. 3. Discuss the lack of controls on herbal or alternative therapies and the impact this has on safe drug therapy. 4. Define the off- label use of a drug. 5. Describe measures being taken to protect the public in cases of bioterrorism. 6. Identify the six rights of medication administration 7. Outline the steps taken when preparing to administer an oral medication. 8. Discuss nursing responsibilities before, during, and after drug administration 9. List the advantages and disadvantages of the use of enteral medications.	I. Challenges to Effective Drug therapy A. Consumer Awareness B. Over the counter Drugs C. Alternative therapies/herbal medicine D. Off label uses E. Costs of health care F. Use/importance of patient teaching G. Emergency preparedness H. Drug abuse I. Protecting the environment II. Medication administration A. Six rights B. Routes of medication admin C. process of med admin III. Calculations content A. Calculation of correct prescribe doses for tablets and oral liquid B. Conversions between measurement systems C. Correct interpretation of medication orders, medication labels, and documentation	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 7 Study Guide  NCLEX Questions Due  Pickar Dosage & Solutions Questions as assigned		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 4**

**Unit Title: Medication Administration Routes**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	<ol style="list-style-type: none"> <li>1. Explain the procedure for administering medications for each route: oral, nasogastric tube, subcutaneous, intramuscular, inhalant, topical and rectal, mucous membranes</li> <li>2. Recognize and select the appropriate equipment for the medication, dosage, and method of administration.</li> <li>3. Read and interpret the calibrations of               <ul style="list-style-type: none"> <li>o a medicine cup.</li> <li>o a calibrated dropper.</li> <li>o a 3 ml syringe.</li> <li>o a pre – filled syringe.</li> <li>o a standard U – 100 insulin syringe.</li> <li>o a tuberculin syringe</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>I. Medication administration for oral, nasogastric, subcutaneous, and intramuscular, inhalant, topical, rectal and mucous membranes.</li> <li>II. Review calculation of medication doses</li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 7-12 Study Guide  Pickar Dosage & Solutions Questions as assigned		<ol style="list-style-type: none"> <li>1. Administer medications to clients via po route</li> <li>2. Administer SQ, IM, Intrademral injections to clients</li> <li>3. Administer medications via nasogastric tube</li> </ol>

**Cerro Coco Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 5**

**Unit Title: Medication Administration**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	1. Identify the parts of the human cell. 2. Describe the role of each organelle found within the cell cytoplasm. 3. Explain the unique properties of the cell membrane. 4. Describe three processes used by the cell to move things across the cell membrane. 5. Outline the cell cycle, including the activities going on within the cell in each phase. 6. Differentiate between varying directions for reconstitution, and choose the solution strength that will result in a reasonable amount to be given to the client. 7. Compare and contrast the different dosage forms of oral medication: tablets, capsules, elixirs, emulsions, lozenges, suspensions, and syrups	I. introduction to Cell physiology A. Cell anatomy B. Cell properties C. Cell cycle II. Medication Calculations for oral, nasogastric, subcutaneous, and intramuscular, inhalant, topical, and mucous membranes. III. Measurement of doses using medication cup, syringes	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 7-12 Study Guide  NCLEX Questions Due		



# Cerro Coso Community College – Kern River Valley Campus

## Vocational Nursing Program

### Curriculum Content - HCRS C107 Basic Pharmacology

Instructional Plan: Level 1/Semester 1 Week 6

**Unit Title: Drugs Affecting the Cardiovascular System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	<ol style="list-style-type: none"> <li>1. Identify the major risk factors of metabolic syndrome</li> <li>2. Discuss the importance of lifestyle modification in the treatment of metabolic syndrome</li> <li>3. Explain the treatment goals for type 2 diabetes management, lipid management and hypertension management</li> <li>4. Describe why long term control and adherence to medications are important in managing metabolic syndrome</li> <li>5. Describe atherosclerosis and its effects on the cardiovascular system</li> <li>6. Identify four major types of lipoproteins</li> <li>7. Describe the primary treatment modalities for lipid disorders</li> <li>8. Determine which antilipid medications are used for cholesterol control and which can be used for triglyceride control</li> <li>9. Differentiate between how statins work to control lipid levels and how niacin works to control lipid levels</li> <li>10. Discuss blood pressure and how to correctly measure blood pressure</li> <li>11. Define hypertension and differentiate between primary and secondary hypertension</li> <li>12. Summarize nursing assessments and interventions used for the treatment of hypertension</li> <li>13. Identify recommended lifestyle modifications for a diagnosis of hypertension</li> <li>14. Identify options and progression of treatment for hypertension</li> <li>15. Discuss specific risk factors the hypertensive client can manage</li> <li>16. Identify and summarize the action of several of the drug classes used to treat hypertension</li> <li>17. Describe the anatomical structures and conduction system of the heart</li> <li>18. Differentiate between the atrial dysrhythmias and the ventricular dysrhythmias</li> </ol>	<ol style="list-style-type: none"> <li>I. Cardiovascular Diseases</li> <li>II. Metabolic Syndrome                             <ol style="list-style-type: none"> <li>A. Resulting Conditions</li> <li>B. Risk Factors                                     <ol style="list-style-type: none"> <li>1. Obesity and Sedentary Lifestyle</li> <li>2. Alcohol and Smoking</li> <li>3. Genetic Factors</li> </ol> </li> <li>C. Treatment</li> <li>D. Drug Therapy related to underlying conditions                                     <ol style="list-style-type: none"> <li>1. Hypertension</li> <li>2. Dyslipidemia</li> <li>3. Type 2 Diabetes</li> </ol> </li> </ol> </li> <li>III. Atherosclerosis                             <ol style="list-style-type: none"> <li>A. Types of Lipoproteins</li> <li>B. Treat of Hyperlipidemia</li> <li>C. Drug Therapy for Hyperlipidemia                                     <ol style="list-style-type: none"> <li>1. Bile Acid Binding Resins</li> <li>2. Niacin</li> <li>3. HMG-CoA Reductase Inhibitors</li> <li>4. Fibric Acids</li> <li>5. Miscellaneous Antilipemic Agents</li> </ol> </li> </ol> </li> <li>IV.. Hypertension                             <ol style="list-style-type: none"> <li>A. Treatment of Hypertension</li> <li>B. Drug Therapy for Hypertension                                     <ol style="list-style-type: none"> <li>1. Diuretics</li> <li>2. Beta-Adrenergic Blocking Agents</li> <li>3. Angiotensin-Converting Enzyme Inhibitors</li> <li>4. Angiotensin II Receptor Blockers</li> <li>5. Direct Renin Inhibitor</li> <li>6. Aldosterone Receptor Antagonist</li> <li>7. Calcium Channel Blockers</li> <li>8. Alpha-1 Adrenergic Blocking Agents</li> <li>9. Central Acting Alpha-2 Agonists</li> <li>10. Direct Vasodilators</li> </ol> </li> </ol> </li> <li>V. Dysrhythmias                             <ol style="list-style-type: none"> <li>A. Treat for Dysrhythmias</li> <li>B. Drug Therapy for Dysrhythmias                                     <ol style="list-style-type: none"> <li>1. Class IA Antidysrhythmic Agents</li> <li>2. Class IB Antidysrhythmic Agents</li> <li>3. Class IC Antidysrhythmic Agents</li> <li>4. Class II Antidysrhythmic Agents: Beta-Adrenergic Blocking Agents</li> <li>5. Class III Antidysrhythmic Agents</li> <li>6. Class IV Antidysrhythmic Agents: Calcium Channel Blocking Agents</li> </ol> </li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapters 21-25 Study Guide  NCLEX Questions Due  Drug Cards Due		<ol style="list-style-type: none"> <li>1. Administer cardiac medications to a client</li> <li>2. Assess a client prior to administration of Digoxin</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/Semester 1 Week 6 (cont)**

**Unit Title: Drugs Affecting the Cardiovascular System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	19. Describe the therapeutic response that should be observable when the antidysrhythmic drug is administered 20. Identify baseline nursing assessments that should be implemented during the treatment of dysrhythmias 21. Cite common adverse effects that may be observed with the administration of antidysrhythmic drugs 22. Identify the potential effects of muscle relaxants used during surgical intervention when combined with antidysrhythmic drugs 23. Define angina pectoris and identify assessment data needed to evaluate an angina attack 24. Define ischemic heart disease 25. Describe the actions of nitrates, beta-adrenergic blockers, calcium channel blockers, and angiotensin-converting enzyme inhibitors on the myocardial tissue of the heart 26. Identify medication therapy health teaching used for an angina client in the clinical setting	7. Miscellaneous Antidysrhythmic Agents VI. Angina Pectoris A. Treatment of Angina Pectoris B. Drug Therapy for Angina Pectoris 1. Nitrates 2. Beta-Adrenergic Blocker 3. Calcium Channel Blockers 4. Angiotensin-Converting Enzyme Inhibitors 5. Fatty Oxidase Enzyme Inhibitor	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 21-25 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/ Semester 1 Week 7**

**Unit Title: Drugs Affecting the Cardiovascular System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 hr/Pharm	<ol style="list-style-type: none"> <li>1. Differentiate between peripheral vascular disease and Raynaud's disease</li> <li>2. Describe the baseline assessments needed to evaluate a client with peripheral vascular disease</li> <li>3. Identify specific measures that the patient can use to improve peripheral circulation and prevent the complications of peripheral vascular disease</li> <li>4. Identify the systemic effects to expect when peripheral vasodilating agents are administered</li> <li>5. Explain why hypotension and tachycardia occur frequently with the use of vasodilators</li> <li>6. Develop measurable objectives for the education of patients with peripheral vascular disease</li> <li>7. Cite both pharmacologic and nonpharmacologic goals of the treatment of peripheral vascular disease</li> <li>8. Explain the primary purposes of anticoagulant therapy</li> <li>9. Identify the effects of anticoagulant therapy on existing blood clots</li> <li>10. Describe conditions that place an individual at risk for developing blood clots</li> <li>11. Identify specific nursing interventions that can prevent clot formation</li> <li>12. Explain laboratory data used to establish dosing of anticoagulant medications</li> <li>13. Describe specific monitoring procedures used to ensure that the correct dose of an anticoagulant is prepared and administered and explain the specific procedures and techniques used to administer heparin subcutaneously</li> </ol>	<ol style="list-style-type: none"> <li>I. Peripheral Vascular Disease               <ol style="list-style-type: none"> <li>A. Treatment of Peripheral Vascular Disease</li> <li>B. Drug Therapy for Peripheral Vascular Disease                   <ol style="list-style-type: none"> <li>1. Hemorheologic Agents</li> <li>2. Vasodilators</li> <li>3. Platelet Aggregation Inhibitor</li> </ol> </li> </ol> </li> <li>II. Thromboembolic Diseases               <ol style="list-style-type: none"> <li>A. Treatment of Thromboembolic Disease</li> <li>B. Drug Therapy for Thromboembolic Diseases                   <ol style="list-style-type: none"> <li>1. Platelet Inhibitors</li> <li>2. Anticoagulants</li> <li>3. Thrombin Inhibitor</li> <li>4. Glycoprotein IIB/IIIA Inhibitors</li> <li>5. Fibrinolytic Agents</li> </ol> </li> </ol> </li> <li>III. Heart Failure               <ol style="list-style-type: none"> <li>A. Treatment of Heart Failure</li> <li>B. Drug Therapy for Heart Failure                   <ol style="list-style-type: none"> <li>1. Angiotensin-Converting Enzyme Inhibitors</li> <li>2. Natriuretic Peptides</li> <li>3. Beta-Adrenergic Blocking Agents</li> <li>4. Digitalis Glycosides</li> <li>5. Phosphodiesterase Inhibitors</li> </ol> </li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapters 26-28 Study Guide  NCLEX Questions Due  Drug Cards Due		<ol style="list-style-type: none"> <li>1. Instruct a client on the side effects of blood thinners</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**

**Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/ Semester 1 Week 7 (Cont)**

**Unit Title: Drugs Affecting the Cardiovascular System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

<b>Curriculum Content/Hrs</b>	<b>Theory Objectives</b>	<b>Content Outline</b>	<b>Methods of Instruction</b>	<b>Assignments</b>	<b>Clinical Hours</b>	<b>Skills Lab/Clinical Objectives</b>
	14. Describe the nursing assessments needed to monitor therapeutic responses and adverse effects from anticoagulant therapy 15. Summarize the pathophysiology of heart failure, including the body's compensatory mechanisms 16. Identify the goals of treatment of heart failure 17. Identify the primary actions of heart failure of digoxin, angiotensin-converting enzyme inhibitors, and beta blockers 18. Describe digoxin toxicity and ways to prevent it. 19. Explain the nursing assessments needed to monitor for digoxin toxicity 20. Identify essential assessment data, nursing interventions, and health teaching needed for a client with heart failure		Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapters 26-28 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**

**Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/ Semester 1 Week 7(cont)**

**Unit Title: Drugs Affecting the Central Nervous System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.5 hr/Pharm	<ol style="list-style-type: none"> <li>1. Describe how the central nervous system differs from the peripheral nervous system</li> <li>2. Explain the role of neurotransmitters at synaptic junctions</li> <li>3. Name the most common neurotransmitters known to affect central nervous system function and identify the two major neurotransmitters of the autonomic nervous system</li> <li>4. Explain how drugs inhibit the actions of cholinergic and adrenergic fibers</li> <li>5. Identify two broad classes of drugs used to stimulate the adrenergic nervous system</li> <li>6. Identify the neurotransmitters that are called catecholamines and list the neurotransmitters responsible for adrenergic activity</li> <li>7. Review the actions of adrenergic agents and the conditions that require the use of these drugs</li> <li>8. Describe the benefits of using beta-adrenergic blocking agents for hypertension, angina pectoris, cardiac dysrhythmias, and hyperthyroidism</li> <li>9. Identify disease conditions in which beta-adrenergic blocking agents should not be used, and discuss why they should not be used</li> <li>10. Describe clinical uses and the predictable adverse effects of cholinergic agents and anticholinergic agents</li> </ol>	<ol style="list-style-type: none"> <li>I. The Central and Autonomic Nervous System               <ol style="list-style-type: none"> <li>A. Adrenergic Agents                   <ol style="list-style-type: none"> <li>1. Actions</li> <li>2. Uses</li> <li>3. Drug Interactions</li> </ol> </li> <li>B. Alpha- and Beta- Adrenergic Blocking Agents                   <ol style="list-style-type: none"> <li>1. Actions</li> <li>2. Uses</li> <li>3. Drug Interaction</li> </ol> </li> <li>C. Cholinergic Agents                   <ol style="list-style-type: none"> <li>1. Actions</li> <li>2. Uses</li> <li>3. Drug Interactions</li> </ol> </li> <li>D. Anticholinergic Agents                   <ol style="list-style-type: none"> <li>1. Actions</li> <li>2. Uses</li> <li>3. Drug Interactions</li> </ol> </li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 13 Study Guide  NCLEX Questions due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/ Semester 1 Week 7(cont)**

**Unit Title: Drugs Affecting the Central Nervous System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.5 hr/Pharm	1. Describe clinical presentation of Parkinson’s disease. 2. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug– drug interactions associated with antiparkinsonism agents. 3. Discuss the use of antiparkinsonism agents across the lifespan. 4. Compare and contrast the prototype drugs for each class of antiparkinsonism agents with the other drugs in that class and with drugs from the other classes used to treat the disease. 5. Outline the nursing considerations and teaching needs for patients receiving each class of antiparkinsonism agents.	I. Antiparkinson agents A. Overview of disease B. Drugs across the lifespan C. Dopaminergic agents 1. Class/Prototype 2. Therapeutic actions 3. Pharmacokinetics 4. Contraindications/Cautions 5. Adverse effects 6. Clinically important Drug interactions 7. Nursing considerations a. Assessment (history and exam) b. Nursing diagnosis c. Implementation d. Evaluation D. Anticholinergic agents 1. Class/Prototype 2. Therapeutic actions 3. Pharmacokinetics 4. Contraindications/Cautions 5. Adverse effects 6. Clinically important Drug interactions 7. Nursing considerations a. Assessment (history and exam) b. Nursing diagnosis c. Implementation d. Evaluation	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 15 Study Guide  NCLEX Questions due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 7 (cont)**

**Unit Title: Drugs Affecting the Central Nervous System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.4 hr/Pharm	1. Differentiate among the terms sedative and hypnotic; initial, intermittent, and terminal insomnia; and rebound sleep and paradoxical excitement 2. Identify alterations found in the sleep pattern when hypnotics are discontinued 3. Cite nursing interventions that can be implemented as an alternative to administering sedative-hypnotic medication 4. Compare the effects of barbiturates and benzodiazepines on the central nervous system 5. Identify the antidote drug used for the management of benzodiazepine overdose 6. Identify laboratory tests that should be monitored when benzodiazepines or barbiturates are administered for an extended period	I. Sleep and Sleep Pattern Disturbance II. Sedative-Hypnotic Therapy A. Actions B. Uses III. Drug Therapy for Sleep Disturbance A. Barbiturates 1. Actions 2. Uses 3. Drug Interactions B. Benzodiazepines 1. Actions 2. Uses 3. Therapeutic Outcomes 4. Drug Interaction C. Nonbarbiturate, Nonbenzodiazepine Sedative-Hypnotic Agents 1. Actions 2. Uses 3. Therapeutic Outcomes 4. Drug Interactions	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 14 Study Guide  NCLEX Questions Due  Drug Cards Due		1. Perform a change of shift narcotic count on the unit 2. Assess a client prior to administration of a sedative

**Cerro Coso Community College – Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/Semester 1 Week 8**

**Unit Title: Drugs Used to Treat Infectious Diseases**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	<ol style="list-style-type: none"> <li>1. Explain what is meant by selective toxicity and discuss its importance in anti- infective therapies.</li> <li>2. Explain how an antibiotic is selected for use in a particular clinical situation.</li> <li>3. Differentiate between broad-spectrum and narrow- spectrum drugs.</li> <li>4. Define bacterial resistance to antibiotics and discuss the emergence of resistant strains.</li> <li>5. Explain three ways to minimize bacterial resistance.</li> <li>6. Describe three common adverse reactions associated with the use of antibiotics.</li> <li>7. Describe therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug– drug interactions associated with each of the classes of antibiotics.</li> <li>8. Discuss use of antibiotics as they are used across the lifespan.</li> <li>9. Compare and contrast prototype drugs for each class of antibiotics with other drugs in that class.</li> <li>10. Outline nursing considerations for patients receiving each class of antibiotic.</li> </ol>	<ol style="list-style-type: none"> <li>I. Selective toxicity</li> <li>II. Broad spectrum drugs</li> <li>III. Narrow spectrum drugs</li> <li>IV. Bacterial Resistance</li> <li>V. Adverse reactions</li> <li>VI. Anti-infective agents: Prototype Therapeutic action, Adverse reactions Drug therapy across the life span, Patient/family teaching</li> <li>VII. Cell anatomy, sites of action</li> <li>VIII. Antibiotic Classifications:               <ol style="list-style-type: none"> <li>1. Aminoglycosides</li> <li>2. Cephalosporin’s</li> <li>3. Fluoroquinolones</li> <li>4. Penicillin and Penicillinase Resistant</li> <li>5. Sulfonamides</li> <li>6. Tetracyclines</li> <li>7. Antimycobacterials</li> <li>8. New classes of antibiotics</li> </ol> </li> <li>IX. For each of the above classifications, discuss:               <ol style="list-style-type: none"> <li>1. Drug therapy across the life span</li> <li>2. Class/Prototype</li> <li>3. Therapeutic actions</li> <li>4. Pharmacokinetics</li> <li>5. Contraindications/Cautions</li> <li>6. Adverse effects</li> <li>7. Clinically important Drug interactions</li> <li>8. Nursing considerations                   <ol style="list-style-type: none"> <li>a. Assessment (history and exam)</li> <li>b. Nursing diagnosis</li> <li>c. Implementation</li> <li>d. Evaluation</li> </ol> </li> </ol> </li> </ol>		Clayton Chapter 46 Study Guide  NCLEX Questions Due  Drug Cards Due		<ol style="list-style-type: none"> <li>1. Instruct a client on the need to complete the entire cycle of antibiotics</li> </ol>



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 9**

**Unit Title: Drugs Used to Treat Infectious Diseases**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	1. Discuss problems with treating viral infections in humans and the use of antivirals across the lifespan. 2. Describe characteristics of common viruses and fungal infections and the resultant clinical presentations 3. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug– drug interactions associated with each of the types of antivirals and anti-fungal 4. Compare and contrast the prototype drugs for each type of antiviral and anti fungal with the other drugs within that group 5. Outline the nursing considerations for patients receiving each class of antiviral and antifungal agents.	I. Antivirals and antifungals A. Cell anatomy/sites of action B. Drug therapy across the life span C. Class/Prototype 1. Agents for influenza and respiratory viruses 2. Agents for herpes and cytomegalovirus 3. Agents for HIV and AIDS 4. Anti-Hepatitis B agents 5. Systemic antifungal agents 6. Topical antifungal agents D. Therapeutic tic actions E. Pharmacokinetics F. Contraindications/Cautions G. Adverse effects H. Clinically important Drug interactions I. Nursing considerations A. Assessment (history and exam) B. Nursing diagnosis C. Implementation D. Evaluation	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 46 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level Week 10**

**Unit Title: Drugs that Affect the Endocrine System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.4 hr/Pharm	1. Discuss the current definition of diabetes mellitus and describe the current classification system for diabetes mellitus 2. Identify normal fasting glucose levels and differentiate between the symptoms of type 1 and type 2 diabetes mellitus 3. Identify the objectives of dietary control of diabetes mellitus 4. Discuss the Action and use of insulin to control diabetes mellitus 5. Discuss the action and use of oral hypoglycemic agents to control diabetes mellitus 6. Identify major nursing considerations associated with the management of the client with diabetes 7. Differentiate among the signs, symptoms, and management of hypoglycemia and hyperglycemia 8. Discuss the difference between microvascular and macrovascular complications and identify the symptoms of the major complications of diabetes	I. Diabetes Mellitus A. Type 1 Diabetes B. Type 2 Diabetes II. Complications of Diabetes Mellitus A. Microvascular B. Macrovascular C. Neuropathies III. Treatment of Diabetes A. Hypoglycemia B. Hyperglycemia IV. Drug Therapy for Diabetes Mellitus A. Insulins 1. Storage of Insulin B. Biguanide Oral Antidiabetic Agent C. Sulfonylurea Oral Hypoglycemic Agents D. Meglitinide Oral Hypoglycemic Agents E. Thiazolidinedione Oral Antidiabetic Agents F. Alpha-Glucosidase Inhibitor Agents G. Amylinomimetic Agent H. Incretin Mimetic Agents I. Dipeptidyl Peptidase-4 Inhibitors J. Antihypoglycemic Agents	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 36 Study Guide  NCLEX Questions Due  Drug Cards Due		1. Accurately draw up insulin 2. Administer insulin injections to a client 3. Perform blood glucose testing on a client

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level \_\_\_\_\_ Week \_\_\_\_\_ 10 (cont)\_\_\_**

**Unit Title: Drugs that Affect the Endocrine System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 hr/Pharm	1. Describe the function of the thyroid gland 2. Identify the two classes of drugs used to treat thyroid disease 3. Describe the signs, symptoms, treatment and nursing interventions associated with hypothyroidism and identify the drug of choice for hypothyroidism 4. Describe the signs, symptoms, treatments and nursing interventions associated with hyperthyroidism 5. Explain the effects of thyroid replacement hormones for the treatment of hypothyroidism on doses of warfarin and digoxin as well as oral hypoglycemic agents 6. Cite the actions of antithyroid medications on the formation and release of the hormone produced by the thyroid gland 7. Explain the nutritional requirements and activity restrictions needed for an individual with hypothyroidism 8. Identify the types of conditions that respond favorably to the use of radioactive iodine-131 and cite the action of propylthiouracil on the synthesis of triiodothyronine and thyroxine 9. Review the functions of the adrenal gland 10. Discuss the normal actions of mineralocorticoids and glucocorticoids in the body 11. Cite the disease states caused by hyposecretion of the adrenal gland 12. Identify the baseline assessments needed for a client receiving corticosteroids 13. Discuss the clinical uses and potential adverse effects associated with corticosteroids	I. Thyroid Gland II. Thyroid Diseases III. Treatment of Thyroid Diseases IV. Drug Therapy for Thyroid Diseases A. Thyroid Replacement Hormones B. Antithyroid Medications V. Corticosteroids A. Mineralocorticoids B. Glucocorticoids	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 37-38 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**

**Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level \_\_\_\_\_ Week 11 \_\_\_\_\_**

**Unit Title: Drugs to Treat Respiratory System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.6 hr/Pharm	<ol style="list-style-type: none"> <li>1. Describe the function of the respiratory system and discuss the common upper respiratory diseases</li> <li>2. Discuss the causes of allergic rhinitis and nasal congestion</li> <li>3. Explain the major actions of sympathomimetic, antihistaminic, and corticosteroid decongestants and cromolyn</li> <li>4. Define rhinitis medicamentosa, and describe the patient education needed to prevent it</li> <li>5. Explain why all decongestant products should be used cautiously by people with hypertension, hyperthyroidism, diabetes mellitus, cardiac disease, increased intraocular pressure, or prostatic disease</li> <li>7. Identify the essential components involved in planning patient education that will enhance adherence with the treatment regimen</li> <li>8. Identify the structures of the lower respiratory tract and their functions</li> <li>9. Compare the physiologic responses of the respiratory system to emphysema, chronic bronchitis, and asthma</li> <li>10. Describe the physiology of respirations and identify components of blood gases</li> <li>11. Cite nursing assessments used to evaluate the respiratory status of a client</li> <li>12. Identify important aspects of patient education for clients receiving drug therapy for lower respiratory disease</li> <li>13. Distinguish the mechanisms of actions of expectorants, antitussives, and mucolytic agents</li> <li>14. Identify the nursing assessments needed to monitor therapeutic response and the development of adverse effects from expectorant, antitussive, mucolytic, anticholinergic bronchodilator, and beta-adrenergic bronchodilator therapy</li> <li>15. Identify what lower respiratory conditions anticholinergic bronchodilators. Xanthine derivative and corticosteroid inhalant therapy are used for</li> </ol>	<ol style="list-style-type: none"> <li>I. Upper Respiratory Tract Anatomy and Physiology</li> <li>II. Common Upper Respiratory Diseases</li> <li>III. Treatment of Upper Respiratory Diseases</li> <li>IV. Drug Therapy for Upper Respiratory Diseases               <ol style="list-style-type: none"> <li>A. Sympathomimetic Decongestants</li> <li>B. Antihistamines</li> <li>C. Respiratory Anti-Inflammatory Agents</li> </ol> </li> <li>V. Lower Respiratory Tract Anatomy and Physiology</li> <li>VI. Common Lower Respiratory Diseases</li> <li>VII. Treatment of Lower Respiratory Diseases</li> <li>VIII. Drug Therapy for Lower Respiratory Diseases               <ol style="list-style-type: none"> <li>A. Expectorants</li> <li>B. Potassium Iodide</li> <li>C. Saline Solutions</li> <li>D. Antitussive Agents</li> <li>E. Mucolytic Agents</li> <li>F. Beta-Adrenergic Bronchodilating Agents</li> <li>G. Anticholinergic Bronchodilating Agents</li> <li>H. Xanthine Derivative Bronchodilating Agents</li> <li>I. Respiratory Anti-Inflammatory Agents: Corticosteroids used for Obstructive Airway Disease</li> <li>J. Antileukotriene Agents</li> <li>K. Phosphodiesterase-4 Inhibitor</li> <li>L. Immunomodulator Agent</li> <li>M. Miscellaneous Anti-Inflammatory Agents</li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 30, 31 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 11 (cont.)**

**Unit Title: Diuresis Drugs**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.8 hr/Pharm	1. Cite the nursing assessments used to evaluate a patient's state of hydration 2. Review possible underlying pathologic conditions that may contribute to the development of excess fluid volume in the body 3. Cite nursing assessments used to evaluate renal function 4. Identify the effects of diuretics on blood pressure, electrolytes, and in diabetic clients 5. Review the signs and symptoms of electrolyte imbalances and normal laboratory values of potassium, sodium, and chloride 6. Identify the action of diuretics 7. Explain the rationale for administering diuretics cautiously to older adults and individual with impaired renal function, cirrhosis of the liver, or diabetes mellitus 8. Describe the goal of administering diuretics to treat hypertension, heart failure, or increased intraocular pressure 9. Cite alterations in diet that may be prescribed concurrently with loop, thiazide, or potassium sparing diuretic therapy 10. Identify the nursing assessments needed to monitor the therapeutic response of the development of common or serious adverse effects of diuretic therapy	I. Drug Therapy with Diuretics A. Carbonic Anhydrase Inhibitor B. Sulfonamide-Type Loop Diuretics C. Thiazide Diuretics D. Potassium Sparing Diuretics E. Combination Diuretic Products	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 29 Study Guide  NCLEX Questions Due  Drug Cards Due		

# Cerro Coso Community College – Kern River Valley Campus

## Vocational Nursing Program

### Curriculum Content – HCRS C107 Basic Pharmacology

Instructional Plan: Level 1/ Semester 1 Week 12

**Unit Title: Drugs Affecting the Gastrointestinal Tract**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	<ol style="list-style-type: none"> <li>1. Discuss common mouth disorders</li> <li>2. Cite the treatment alternatives and associated nursing assessments to monitor response to drug therapy for common oral disorders</li> <li>3. Identify baseline data the nurse should collect on a continual basis for comparing and evaluating drug effectiveness</li> <li>4. Identify important nursing assessments and interventions associated with the drug therapy and treatment of diseases of the mouth.</li> <li>5. Describe the physiology of the stomach</li> <li>6. Cite common stomach disorders that require drug therapy</li> <li>7. Identify factors that prevent breakdown of the body's normal defense barriers resulting in ulcer formation</li> <li>8. Discuss the drug classifications and actions used to treat stomach disorders</li> <li>9. Identify interventions that incorporate pharmacologic and nonpharmacologic treatments for an individual with stomach disorders</li> <li>10. Describe the six common causes of nausea and vomiting</li> <li>11. Discuss the three types of nausea associated with chemotherapy and the nursing consideration</li> </ol>	<ol style="list-style-type: none"> <li>I. Mouth Disorders</li> <li>II. Drug Therapy for Mouth Disorders                             <ol style="list-style-type: none"> <li>A. Dentifrices</li> <li>B. Mouthwashes</li> </ol> </li> <li>III. Physiology of the Stomach</li> <li>IV. Common Stomach Disorders</li> <li>V. Goals of Treatment</li> <li>VI. Drug Therapy                             <ol style="list-style-type: none"> <li>A. Antacids</li> <li>B. Histamine-2 Receptor Antagonists</li> <li>C. Gastrointestinal Prostaglandin</li> <li>D. Proton Pump Inhibitors</li> <li>E. Coating Agents</li> <li>F. Prokinetic Agents</li> <li>G. Antispasmodic Agents</li> </ol> </li> <li>VII. Nausea and Vomiting</li> <li>VIII. Common Causes of Nausea and Vomiting</li> <li>IX. Drug Therapy for Causes of Nausea and Vomiting                             <ol style="list-style-type: none"> <li>A. Dopamine Antagonists</li> <li>B. Serotonin Antagonists</li> <li>C. Anticholinergic Agents</li> <li>D. Corticosteroids</li> <li>E. Benzodiazepines</li> <li>F. Cannabinoids</li> <li>G. Neurokinin-1 Receptor Antagonists</li> </ol> </li> <li>X. Constipation</li> <li>XI. Diarrhea</li> <li>XII. Treatment of Altered Elimination                             <ol style="list-style-type: none"> <li>A. Laxatives</li> <li>B. Antidiarrheal Agents</li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 32 - 35 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 12 (cont.)**

**Unit Title: Drugs Affecting the Gastrointestinal System**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Identify the therapeutic classes of antiemetic's 13. Discuss the scheduling of antiemetic's for maximum benefit 14. Explain the meaning of normal bowel habits and describe the underlying causes of constipation 15. Identify the mechanism of action, for the different classes of laxatives and describe medical conditions in which laxatives should not be used 16. Cite nine causes of diarrhea 17. Differentiate between locally acting and systemically acting antidiarrheal agents 18. Describe nursing assessments needed to evaluate the patient's state of hydration when suffering from either constipation or dehydration and identify electrolytes that should be monitored whenever prolonged or severe diarrhea is present 19. Cite conditions that generally respond favorably to antidiarrheal agents		Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan			1. Administer a suppository to a client

**Cerro Coso Community College – Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/Semester 1 Week 12 (cont)**

**Unit Title: Drugs Affecting the Urinary Tract**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	1. Explain the major actions and effects of drugs used to treat disorders of the urinary tract 2. Identify baseline data that the nurse should collect on a continuous basis for comparison and evaluation of drug effectiveness 3. Identify important nursing implementations associated with the drug therapy and treatment of diseases of the urinary system 4. Identify essential components involved in planning patient education that will enhance compliance with the treatment regimen 5. Identify the symptoms, treatment, and medication used to overactive bladder syndrome 6. Discuss what would need to be included in a teaching plan for an individual who has repeated urinary tract infections.	I. Urinary Tract Infections II. Drug Therapy for Urinary Tract Infections A. Fosfomycin Antibiotics B. Fluoroquinolone Antibiotics C. Other Urinary Antibacterial Agents III. Drug Therapy for Overactive Bladder Syndrome A. Anaticholinergic Agents for Overactive Bladder Syndrome B. Miscellaneous Urinary Agents	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 42 Study Guide  NCLEX Questions Due  Drug Cards Due		



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/ Semester 1 Week 13**

**Unit Title: Drugs Used for Pain Management**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	1. Differentiate among the properties of opiate agonists, opiate partial agonists, and opiate antagonists 2. Describe the monitoring parameters necessary for clients receiving opiate agonists 3. Cite the common adverse effects of opiate agonists 4. Compare the analgesic effectiveness of opiate partial agonists when they are administered before or after opiate agonists 5. Describe the three pharmacologic effects of salicylates 6. List the common and serious adverse effects and drug interactions associated with salicylates 7. Explain why synthetic nonopiate analgesics are not used for inflammatory disorders 8. Identify the substances that are active ingredients in commonly prescribed analgesic combination products 9. Identify products that contain aspirin and compare the analgesic properties of agents available in different strengths	I. Pain A. Acute B. Chronic C. Nociceptive D. Neuropathic E. Idiopathic II. Pain Management A. Analgesics B. Opiate Agonists C. Opiate Partial Agonists D. Opiate Antagonists E. Prostaglandin Inhibitors F. Nonsteroidal Anti-Inflammatory Drugs	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 20 Study Guide  NCLEX Questions Due  Drug Cards Due		1. Asses a client for pain 2. Administer pain medication to a client

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content - HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 13(cont)**

**Unit Title: Drugs Used for Anxiety/Mood Disorders**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	<ol style="list-style-type: none"> <li>1. Define key words associated with anxiety states</li> <li>2. Describe the essential components of a baseline assessment of a patients mental status</li> <li>3. Cite the drug therapy used to treat anxiety disorders and any adverse effects that may result</li> <li>4. Describe the signs and symptoms that the patient will display when a positive therapeutic outcome is being seen for the treatment of a high anxiety state</li> <li>5. Discuss psychological and physiologic drug dependence</li> <li>6. Describe the essential components of the baseline assessment of a client with depression or bipolar disorder</li> <li>7. Discuss mood swings that are associated with bipolar disorder</li> <li>8. Compare drug therapies used during the treatment of the manic and depressive phases of bipolar disorder</li> <li>8. Cite the monitoring parameters used for clients who are taking monoamine oxidase inhibitors, serotonin-norepinephrine reuptake inhibitors, and tricyclic antidepressants</li> <li>9. Differentiate between the physiologic and psychological therapeutic responses seen with antidepressant therapy</li> <li>10. Identify the premedication assessments that are necessary before the administration of MAOIs, SNRIs, TCAs and antimanic agents</li> </ol>	<ol style="list-style-type: none"> <li>I. Anxiety Disorders</li> <li>II. Drug Therapy for Anxiety Disorder               <ol style="list-style-type: none"> <li>A. Benzodiazepines</li> <li>B. Azapirones</li> <li>C. Selective Serotonin Reuptake Inhibitors</li> <li>D. Miscellaneous Antianxiety Agents</li> </ol> </li> <li>III. Mood Disorders</li> <li>IV. Treatment of Mood Disorders</li> <li>V. Drug Therapy for Mood Disorders</li> <li>VI. Drug Therapy for Depression               <ol style="list-style-type: none"> <li>A. Monoamine Oxidase Inhibitors</li> <li>B. Selective Serotonin Reuptake Inhibitors</li> <li>C. Serotonin Norepinephrine Reuptake Inhibitors</li> <li>D. Tricyclic Antidepressants</li> <li>E. Miscellaneous Agents</li> <li>F. Antimanic Agents</li> </ol> </li> </ol>	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 16-17 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 14**

**Unit Title: Drugs Used for Psychoses**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	1. Identify the signs and symptoms of psychotic behavior 2. Describe the major indications for the use of antipsychotic agents 3. Discuss the antipsychotic medications that are used for the treatment of psychoses 4. Identify the common adverse effects that are observed with the use of antipsychotic medications	I. Psychosis II. Treatment of Psychosis III. Drug Therapy for Psychosis A. Antipsychotic Agents IV. Adverse Effects of Antipsychotic Drug Therapy V. Other Adverse Effects	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 18 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C107 Basic Pharmacology**

**Instructional Plan: Level 1/Semester 1 Week 14 (cont.)**

**Unit Title: Drugs Used for Seizure Disorders**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.2 hr/Pharm	1. Define the different types of seizures and nursing implications related to the monitoring parameters for seizures 2. Discuss the basic classification systems used for epilepsy 3. Cite the desired therapeutic outcomes from antiepileptic agents used for seizure disorders 4. Identify the mechanisms of action thought to control seizure activity when anticonvulsants are administered 5. Describe the effects of the hydantoin on clients with diabetes and on people receiving oral contraceptives, theophylline, folic acid or antacids 6. Cite precautions needed when administering phenytoin or diazepam intravenously	I. Seizure Disorders II. Descriptions of Seizures III. Anticonvulsant Therapy IV. Drug Therapy for Seizure Disorders A. Hydantoin B. Succinimides C. Miscellaneous Anticonvulsants	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 19 Study Guide  NCLEX Questions Due  Drug Cards Due		

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C107 Basic Pharmacology**  
**Instructional Plan: Level 1/Semester 1 Week 15**

**Unit Title: Final**

**Theory Hours this week: 2.40**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.4 hr/Pharm	Review of Semester – Final Exam Course and Instructor Evaluation	I. Cumulative Review of Material	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Final Exam		

Key:

<b>For All Programs:</b>	NP Nursing Process	CCC Culturally Congruent Care	M/S Medical/Surgical Nursing
A/PAnatomy and Physiology	PE Patient Education	EOL End-of-Life Care	REH Rehabilitation Nursing
CDIS Communicable Diseases	PHARM Pharmacology	<b>For VN Programs only:</b>	<b>For PT Programs only:</b>
COM Communication	LDR Leadership	FUN Nursing Fundamentals	NS Nursing Science Fundamentals
NUT Nutrition	SUP Supervision	MAT Maternity Nursing	MD Mental Disorders
PSY Psychology	ETH Ethics and Unethical Conduct	PED Pediatric Nursing	DD Dev. Disabilities
G/D Normal Growth and Development	CT Critical Thinking	GER Gerontological Nursing	

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

**Name of Program: Cerro Coso Community College**      **Date: 06/25/2013**

Reference: Vocational Nursing Rules and Regulations: Article 5, section 2532 (Curriculum Hours) and section 2533 (Curriculum Content)

Curriculum Content	Prerequisites	Term 1	Term 2	Term 3	Term 4	Comments	Totals
Anatomy & Physiology	54						54
Nutrition		13.85	2	2.15			18
Psychology	54						54
Growth & Development		3	3	10			16
Fundamentals of Nursing	CNA18	46.5					64.5
Nursing Process		3	1.5	1.75			6.25
Communication		1.75	2	2.5			6.25
with pts with psych disorders			1	1			2
Patient Education		1	1	1			3
*Pharmacology		36		18			54
Medical/Surgical Nursing		44.5	157	63			264.5
Communicable Disease		0.5	2	0.75			3.25
Gerontological Nursing		7.5	1.5	1.5			10.5
Rehabilitation Nursing		5.5	2.75	3.75			12
Maternity Nursing				27			27
Pediatric Nursing				15			15
Leadership			2	18			18
Supervision				4			4
Ethics & Unethical Cond.		1.75	4.5	5.75			12
Critical Thinking		5	5	9			9
Culturally Congruent Care		2.75	2.5	2.75			8
End-of-Life Care		2	2	3			7
<b>Total Theory Hours</b>	108	144	162	162	0		<b>594</b>
Skills Lab Hours		128	30	30			188
Clinical Experience Hrs	CNA96	196	294	294			880
<b>Total Clinical Hours</b>	0	324	324	324	0		<b>1068</b>

<b>TOTAL PROGRAM HOURS</b>	<b>1662</b>
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**Breakout of Clinical Hours by Topic Areas:**

Topic	Hours
Fundamentals	182.4
Medical-Surgical	712.8
Pediatrics	86.4
Maternity	86.4
Leadership	
Supervision	
<b>Total Clinical Hours (should match cell H26)</b>	1068

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

**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 1**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Scavenger Hunt 2. Teaching plan for prevention of spread of disease 3. Role Playing 4. Explain how factors that influence critical thinking are experienced by you during client care 5. Write a goal that is realistic, measureable and time referenced 6. Differentiate between nursing orders and medical orders 7. Explain the value of identifying the clients actual problems that lead to nursing diagnoses	Skills Lab 21.6 hours	1. Become oriented to the resources of the Nursing Skills Lab 2. Review Basic ADL's 3. Perform proper procedure for hand hygiene 4. Consistently demonstrate application of Standard and Transmission Based Precautions while caring for all clients 5. Prepare to teach a Home Care client with a wound infection how to prevent the spread of infections to family members 6. Identify signs of spiritual distress in a client and plan three interventions to relieve it 7. Discuss boundaries of professional care for a client whose religious beliefs are different from yours 8. Accurately assess body temperature, pulse, respirations, oxygen saturations and blood pressure 9. Accurately record and report vital sign measurements 10. Recognize deviations from normal vital sign patterns

				<p>10. Provide a clinical example of how nursing process is used in the care of medical surgical clients</p> <p>11. Provide an example of each of the following techniques of physical examination: inspection and observation, olfaction, auscultation and percussion</p> <p>12. Prepare a list for beginning of shift assessment for a specific client</p>
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**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 2**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Scenario Based Case Studies 2. Role playing 3. Communication Project 4. Development of Care Plan 5. Practice ROM and Positioning 6. Perform bed bath and basic hygiene techniques	Skills Lab 21.6 hours	1. Use cultural assessment to identify significant values, beliefs, and practices critical to nursing care of individuals experiencing life transitions 2. Demonstrate nursing interventions that achieve culturally congruent care 3. Practice interview techniques 4. Interact therapeutically in a goal directed situation with a client in a scenario based situation 5. Communicate effectively with a client who has an impairment of communication 6. Assess clients for impaired mobility and activity intolerance 7. Formulate nursing diagnoses for clients experiencing

						<p>problems with impaired mobility and activity intolerance</p> <ol style="list-style-type: none"><li>8. Write a nursing care plan for a client with impaired mobility and activity intolerances</li><li>9. Describe interventions for maintaining activity tolerance and mobility</li><li>10. Demonstrate ROM activities</li><li>11. Demonstrate correct ambulation techniques</li><li>12. Describe assessment activities designed to identify clients physical, psychological and cognitive status as it pertains to their safety</li><li>13. Identify relevant nursing diagnoses associated with risks to safety</li><li>14. Develop a nursing care plan for clients whose safety is threatened</li><li>15. Describe nursing interventions specific to a client's age for reducing risk of falls, fires, poisonings, and electrical hazards</li><li>16. Correctly apply various protective devices</li><li>17. Given an emergency scenario, practice triaging the victims</li><li>18. Successfully perform hygiene procedure for the skin, perineum, feet and nails</li><li>19. Conduct a comprehensive assessment of a client's total hygiene needs</li><li>20. Successfully perform a bed bath</li><li>21. Provide oral care for an unconscious client</li></ol>
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**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 3**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Group discussion on client rights 2. Role playing 3. Study Guide	Skills Lab 21.6 hours	1. Interpret rights that a client has in a hospital, nursing home, community setting or psychiatric setting 2. Describe three factors necessary for informed consent 3. Explain Advanced Directives 4. Apply developmental theories when planning interventions in the care of clients throughout the life span 5. Discuss nursing implications for the application of developmental principles to client care 6. Identify nursing interventions related to the physiological, cognitive, and psychosocial changes of aging 7. Identify at least six signs and symptoms of normal aging 8. Guide the older adult's family members regarding signs that the older client needs assistance 9. Practice all previously learned skills

**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 4**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Assess lab values 2. Develop teaching plan 3. Role playing 4. Prepare and complete assessment charting forms	Skills Lab 21.6 hours	1. Practice how to measure and record fluid intake and output 2. From client laboratory results identify electrolyte values that are abnormal 3. Develop a teaching plan for a client with hypokalemia 4. Identify clients who might be at risk for an acid base imbalance 5. Demonstrate feeding a client 6. Identify clients at risk for nutritional deficits 7. Complete a nutritional assessment on an assigned client 8. Develop a teaching plan for a client who a therapeutic diet is prescribed 9. Use a systematic way of charting to ensure that all pertinent information has been included 10. Practice interview techniques 11. Assess clients for signs of dehydration 12. Assess clients for and identify edema and signs of overhydration 13. Practice all previously learned skills

**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 5**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Prepare a detailed client information sheet on assigned client 2. Complete all math modules 3. Review procedure for nasogastric insertion 4. Complete teaching plan for assigned clients 5. Complete Plan of Care as assigned	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Prepare detailed client information 2. Practice donning gowns, masks, gloves 3. Correctly calculate a prescribed drug dose 4. Verbalize an understanding of correct procedures for administering oral medications 5. Observe the video on medication administration 6. Verbalize the "6" Rights 7. Practice inserting Nasogastric tube 8. Demonstrate use of bandages and slings to immobilize a body part

						<p><b>Clinical Setting</b></p> <ol style="list-style-type: none"><li>1. Use nursing measures to promote regular bowel elimination in clients</li><li>2. Collect a stool specimen</li><li>3. Perform a focused assessment of the bowel</li><li>4. Prepare to administer an enema</li><li>5. Assist and teach the client who is incontinent with a bowel retraining program</li><li>6. Provide ostomy care, including irrigation and changing the ostomy appliance</li><li>7. Properly bag and remove soiled linens and trash from an isolation room</li><li>8. Teach a client to use a metered-dose inhaler</li><li>9. Write an plan of care for a client who is receiving medication to include client specific data, an identified</li></ol>
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						<p>nursing diagnosis and interventions used</p> <ol style="list-style-type: none"><li>10. Document medication administration and the client response</li><li>11. Develop a plan of care for a geriatric client with perception or cognitive problems</li><li>12. Communicate effectively with a client with cognitive problems</li><li>13. Perform an assessment on a client with perception or cognitive problems</li><li>14. Correctly position clients</li><li>15. Perform ROM exercises on client</li><li>16. Demonstrate proper ambulation technique</li><li>17. Transfer a client using a mechanical lift</li><li>18. Assist the client with the use of a walker crutches, cane, brace, prosthesis or wheelchair</li><li>19. Practice all previously learned skills</li></ol>
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**Cerro Coso Community College - KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 6**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Complete detailed information sheet on assigned client 2. Practice Physical Exam on partner 3. Write specific nursing diagnosis on assigned client	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Watch video and practice injections in the skills lab 2. Calculate prescribed medication doses correctly 3. Practice all previously learned skills  <b>Clinical Setting</b> 1. Identify the six rights of medication administration and apply them in clinical setting 2. Correctly and safely prepare and administer medications 3. Correctly prepare and administer a subcutaneous injection with 100% accuracy 4. Correctly prepare and administer an intramuscular injection with 100% accuracy 5. Complete a basic physical assessment on a client 6. Perform a visual acuity test on a client 7. Demonstrate the ability to take a health history 8. Demonstrate all previously learned skills 9. Provide teaching for a client



						who is to undergo tests for a vision problem 10. Perform focused assessments for disorders of the eyes and ears
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**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 7**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Practice physical exam on partner 2. Write a nursing plan of care for assigned client 3. Complete a detailed client information sheet on assigned client	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Correctly apply sterile gloves 2. Correctly open a sterile package 3. Recognize sterile objects 4. Place sterile objects on a sterile field 5. Pour a sterile solution into a sterile container 6. Practice NG tube insertion, irrigation, removal 7. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate NG tube insertions, irrigation, removal 2. Demonstrate feeding a client through a nasogastric tube 3. Implement a nursing plan of care and evaluate the care provided 4. Demonstrate all previously learned skills

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 8**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals		*Lecture	1. Develop a teaching plan based on the clients learning needs	2.0 Skills Lab	<b>Skills Lab</b> 1. Practice all previously learned skills
	See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Discussion *Reading *Videos *Demonstrations *Role Playing	2. Complete a detailed client information sheet on assigned client	19.6 Clinical	<b>Clinical Setting</b> 1. Assess a client's learning needs 2. Implement the teaching plan 3. Evaluate the effectiveness of the teaching and plan 4. Demonstrate all previously learned skills 5. Perform an assessment of the gastrointestinal status 6. Provide pre- and post- care of clients undergoing tests of the liver, gallbladder and pancreas 7. Provide care for a client experiencing diarrhea 8. Teach a client experiencing constipation ways to alleviate the problem 9. Demonstrate proper care of a client with a Salem pump tube for gastric decompression 10. Manage a tube feeding for
			<b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	3. Compare the care for a client receiving total parenteral nutrition with care of the client receiving enteral feedings 4. Prepare a teaching plan for a client who has GERD 5. Write a plan of care for a client with cancer of the colon or		

				intestinal obstruction 6. List four interventions for helping the client psychologically adjust to their ostomy		the client receiving formula via a feeding pump
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**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 9**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Complete Physical Assessment Testing 2. Complete a Nursing plan of care on assigned client 3. Complete a detailed client information sheet on assigned client	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Practice inserting an indwelling catheter in males and females using sterile technique 2. Practice all previously learned skills  <b>Clinical Setting</b> 1. Assess a client's urinary status 2. Teach client how to obtain a "Clean Catch" specimen 3. Perform a urine dipstick test accurately 4. Insert an indwelling catheter using sterile technique 5. Perform catheter care 6. Teach a client how to perform Kegel exercises 7. Demonstrate collecting a urine specimen from the client with an indwelling catheter 8. Demonstrate all previously learned skills

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 10**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Develop a plan designed to assist getting adequate sleep 2. Develop a plan of care for a client with a respiratory problem 3. Complete a detailed client information sheet on assigned client 4. Devise interventions for the psychosocial care of the client who has undergone a laryngectomy 5. Develop a teaching plan for a client with asthma	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Practice applying oxygen delivery devices 2. Practice regulating oxygen flow 3. Practice tracheostomy care 4. Practice care of a client with a chest tube and drainage system 5. Practice all previously learned skills  <b>Clinical Setting</b> 1. Assess a client regarding sleep difficulties 2. Implement a plan designed to assist getting adequate sleep 3. Perform a respiratory assessment on a client 4. Prepare to assist clients to clear the airway via coughing, postural drainage, suctioning, abdominal thrusts and inhalation therapy 5. Regulate oxygen flow and correctly apply oxygen delivery device 6. Demonstrate all previously learned skills

							<p>7. Compare emergency nursing care for a client with a penetrating chest injury and that for the client with a spontaneous pneumothorax</p>
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**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 11**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Discuss the teaching necessary for a client receiving various treatments 2. Develop nursing interventions to help the client cope with the common problems of cancer and the treatment 3. Identify nursing interventions to help the client cope with death and dying 4. Complete a detailed client information sheet on assigned client	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Assist the client in accurately describing sensations of pain and discomfort 2. Accurately and appropriately record the patient's report of pain using clear, descriptive terms 3. Evaluate the effects of various techniques used for pain control 4. Evaluate the effects of pain medication and accurately report and record observations 5. Utilize appropriate nursing interventions to help clients and families deal with the psychosocial effects of cancer and the treatment 6. Demonstrate all previously learned skills



**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 12**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Design a preoperative and post-operative teaching plan 2. Complete a detailed client information sheet on assigned client 3. List specific nursing plan of care for clients having surgery of the kidney 4. List specific nursing responsibilities in the care of clients with kidney stones 5. Describe interventions to increase patient compliance in the treatment of chronic kidney failure	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Demonstrate postoperative exercises including diaphragmatic breathing, coughing, incentive spirometer use, turning and leg exercises 2. Practice all previously learned skills  <b>Clinical Setting</b> 1. Promote early ambulation and return to independence in activities of daily living 2. Perform discharge teaching necessary for postoperative home self-care 3. Demonstrate all previously learned skills 4. Implement a nursing plan of care for the home care patient with renal failure

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 13**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Develop a nursing care plan for a patient with impaired skin integrity 2. List appropriate nursing interventions for a patients with impaired skin integrity 3. Complete a detailed client information sheet on assigned client	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Demonstrate assessing and dressing wounds 2. Practice removal of staples and sutures 3. Practice hot and cold treatments 4. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate assessing and dressing wounds 2. Perform wound irrigation 3. Remove sutures or staples from a wound and apply steri strip 4. Perform hot or cold treatment to a client 5. Demonstrate all previously learned skills 6. Teach three clients to perform a self-assessment of the skin 7. Perform a focused integumentary assessment on a client 8. Provide ordered therapeutic measures for a client with an integumentary disorder

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 14**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Formulate appropriate nursing diagnoses for client's with alterations in sexuality 2. Identify and describe nursing interventions to promote sexual health 3. Discuss nursing interventions designed to promote spiritual health 4. Identify methods for nurse self-care in grief and loss 5. Describe care of the body after death 6. Develop a nursing care plan for a client and	2.0 Skills Lab  19.6 Clinical	<b>Skills Lab</b> 1. Prepare to provide information regarding information regarding organ or tissue donation in response to family questions. 2. Practice all previously learned skills  <b>Clinical Setting</b> 1. Evaluate how clients achieve spiritual health 2. Perform postmortem care for a deceased client 3. Demonstrate all previously learned skills 4. Teach a family about care for the client and home when scabies are present 5. Provide care for a Stage III or IV pressure ulcer 6. Apply Standard Precautions and sterile technique for the care of a burn

				<p>family experiencing loss and grief</p> <p>7. Complete a detailed client information sheet on assigned client</p> <p>8. Assess the skin of family members for signs of skin cancer</p> <p>9. Assist with the planning of care after the acute stage of a major burn, paying attention to both the physical and psychological needs</p>		
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**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C113 Clinical Sem 1**  
**Instructional Plan: Level I Week 15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C100 Fundamentals See Instructional Plan for HCRS C103 Medical Surgical Nursing I		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	1. Complete Skills Checklist	21.6 Skills Lab	1. Review of all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C 204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2      Week 1**

**Unit Title: Musculoskeletal System**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nut 0.2 GD 0.5  Theory 10.1	1. Recall the normal anatomy of the musculoskeletal system 2. Describe how the musculoskeletal system provides the function of motion 3. Explain how the musculoskeletal system provides protection for the body 4. Identify the steps included in a nursing assessment of the musculoskeletal system 5. Discuss the following diagnostic tests: bone scan, arthroscopy, electromyography 6. List ways in which the elderly can increase musculoskeletal strength and protect bones	I. Overview of Anatomy and Physiology of the Musculoskeletal System A. Structures B. Functions of bones C. Functions of muscles D. Changes in musculoskeletal system with aging II. Musculoskeletal Disorders A. Causes B. Prevention 1. Complementary and Alternative Therapies 2. Nutritional Considerations 3. Health Promotion C. Diagnostic Tests and Procedures III. Nursing Management A. Assessment B. Nursing Diagnosis and Planning C. Implementation D. Patient Teaching E. Evaluation	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 32 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Gather positioning aids and place them correctly for the client who has sustained trauma to the left knee 2. Institute measures to reduce the chance of contracture for clients with musculoskeletal injuries 3. Assist clients with musculoskeletal injuries with active or passive range of motion 4. Provide care for a client who has undergone an arthroscopy 5. Teach a client to properly use crutches 6. Teach an elderly client with a mobility problem about ways to prevent falls at home. 7. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 1 continued\_\_**

**Unit Title: Musculoskeletal System continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking		HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 2**

**Unit Title: Care of Clients with Musculoskeletal and Connective Tissue Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	<ol style="list-style-type: none"> <li>1. Compare the assessment findings of a connective tissue injury with those of a fracture</li> <li>2. Explain the rationale for the “do’s and don’ts “ of cast care</li> <li>3. Outline the potential complications related to fractures</li> <li>4. Discuss the pathophysiology and implications of the 6P’s.</li> <li>5. Compare the preoperative and postoperative care of a client with a total knee replacement with that of a client with a total hip replacement</li> <li>6. Identify the special problems of clients with arthritis and specific nursing interventions that can be helpful</li> <li>7. Explain the process by which osteoporosis occurs, ways to allow the process, and how the disorder is treated</li> <li>8. Plan important postoperative observations and nursing interventions in the care of the client who has undergone and amputation.</li> </ol>	<p>I. Connective Tissue Disorders</p> <p>A. Sprain</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs, Symptoms and Diagnosis</li> <li>3. Treatment and Nursing Management</li> </ol> <p>B. Strain</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs, Symptoms and Diagnosis</li> <li>3. Treatment and Nursing Management</li> </ol> <p>C. Dislocation</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs, Symptoms and Diagnosis</li> <li>3. Treatment and Nursing Management</li> </ol> <p>D. Rotator Cuff Tear</p> <p>E. Anterior Cruciate Ligament Injury</p> <p>F. Meniscal Injury</p> <p>G. Achilles Tendon Rupture</p> <p>H. Bursitis</p> <p>I. Bunion (Hallux Valgus)</p> <p>J. Carpal Tunnel Syndrome</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs, Symptoms, Diagnosis</li> <li>3. Treatment and Nursing Management</li> </ol> <p>K. Fractures</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Signs, Symptoms, Diagnosis</li> </ol>	<p>Lecture</p> <ul style="list-style-type: none"> <li>*Discussion</li> <li>*Powerpoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p>Methods of Evaluation</p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<p>deWit Chapter 33</p> <p>End of Chapter Questions</p> <p>Quiz/Exams</p> <p>Case Studies</p> <p>Plan of Care</p>	HCRS C214	<ol style="list-style-type: none"> <li>1. Assess a client who has a connective tissue injury</li> <li>2. Provide pin care for a client with external fixation</li> <li>3. Teach the client going home with a cast about proper care of the cast and extremity</li> <li>4. Observe a physical therapist who is teaching quadriceps exercise and then assist the client to practice</li> <li>5. Assess the skin, of a client who has a prosthetic device on an amputated limb</li> <li>6. Demonstrate all previous learned skills</li> </ol>



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 -Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 2 continued**

**Unit Title:**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		3. Treatment a. Reductions, Surgery, Stabilization b. External Fixation c. Casts d Braces and Splints e. Traction 4. Complications of fractures a. Infection b. Osteomyelitis c. Nonunion d. Fat Embolism e. Venous Thrombosis f. Compartment Syndrome 5. Nursing Management	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 33 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	.

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 3**

**Unit Title: Care of Clients with Pain**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the current view of pain as a specific entity requiring appropriate intervention</li> <li>2. Review the gate control theory of pain and its relationship to nursing care</li> <li>3. Compare nociceptive and neuropathic pain and the nursing care of each</li> <li>4. Explain how pain perception is affected by personal situations and cultural backgrounds</li> <li>5. Describe the false perceptions that underlie many current ideas about pain and pain management and assist clients to achieve a cleaner more factual understanding</li> <li>6. List the different pharmacologic approaches to pain management with examples of each</li> <li>7. Analyze the major differences between acute and chronic pain and their management</li> </ol>	<ol style="list-style-type: none"> <li>I. Theories of Pain</li> <li>II. Classification of pain               <ol style="list-style-type: none"> <li>A. Nociceptive Pain                   <ol style="list-style-type: none"> <li>1. Four phases of pain</li> </ol> </li> <li>B. Neuropathic Pain                   <ol style="list-style-type: none"> <li>1. Phantom pain</li> </ol> </li> </ol> </li> <li>III. Perception of pain</li> <li>IV. Acute versus Chronic Pain               <ol style="list-style-type: none"> <li>A. Acute Pain</li> <li>B. Chronic Pain</li> </ol> </li> <li>V. Nursing Management               <ol style="list-style-type: none"> <li>A. Assessment</li> <li>B. Nursing Diagnosis</li> <li>C. Planning</li> <li>D. Implementation</li> <li>E. Evaluation</li> <li>F. Documentation</li> </ol> </li> <li>VI. Management of Pain               <ol style="list-style-type: none"> <li>A. Pharmacologic Approaches                   <ol style="list-style-type: none"> <li>1. Analgesics and Routes</li> <li>2. Nonanalgesics</li> <li>3. Special Considerations</li> </ol> </li> <li>4. Nursing responsibilities</li> <li>5. Side effects and complications</li> </ol> </li> </ol>	Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 7 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	<ol style="list-style-type: none"> <li>1. Effectively use the nursing process for pain management</li> <li>2. Use appropriate pain evaluation tools for a variety of clients</li> <li>3. Recognize common side effects of analgesics and describe techniques for addressing them</li> <li>4. Employ nonpharmacologic approaches to pain management with a variety of clients</li> <li>5. Demonstrate all previous learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 3 continued**

**Unit Title: Care of Clients with Pain continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		B. Nonpharmacologic Approaches 1. Sleep 2. Heat 3. Menthol 4. Cold 5. Distraction 6. Relaxation 7. Guided imagery 8. Meditation 9. Hypnosis 10. Biofeedback 11. Music 12. Binders 13. Massage 14. Acupuncture and Acupressure 15. Transcutaneous Electrical Nerve Simulation 16. Spinal Cord Stimulator VII. Community Care A. Extended Care B. Home Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 7 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 4**

**Unit Title: Care of Clients with Cancer**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nut 0.4 GD 0.5  Theory 9.9	1. Identify characteristics of neoplastic growth 2. Identify at least five factors that may contribute to the development of a malignancy 3. State at least four practices that can contribute to prevention and early detection of cancers 4. Include the recommendations of the American Cancer Society for routine checkups and detection of cancers into patient education 5. Explain the advantages and disadvantages of the various treatments available for cancer 6. Illustrate the major problems for a client who is coping with side effects of radiation or chemotherapy for cancer, and state the appropriate nursing interventions 7. Distinguish the stages of the grieving process experiences by the dying cancer client.	I. Impact of Cancer II. Physiology of Cancer III. Classification of Tumors IV. Metastasis A. Prognosis V. Causative Factors A. Chemical Carcinogens B. Promoters C. Chronic Irritation D. Physical Carcinogens 1. Radiation 2. Radon Gas 3. Viruses E. Genetic Predisposition VI. Contributing Factors A. Intrinsic Factors 1. Stress 2. Diet VII. Measures to Prevent Cancer A. Diet and Nutrition B. Alcohol C. Environment D. Identification High Risk VIII. Detection of Cancer A. Warning Signs B. Diagnostic Tests 1. Biopsy 2. Radiologic Studies 3. Endoscopy C. Laboratory Tests	Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 8 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Devise a general plan of nursing care for the client receiving chemotherapy 2. Formulate a teaching plan for the client who has bone marrow suppression from cancer treatment 3. Institute nursing interventions to help the client cope with the common problems of cancer and its treatment 4. Use appropriate nursing interventions to help clients and families deal with the psychosocial effects of cancer and its treatment 5. Employ nursing interventions to help cancer clients cope with death and dying 6. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 4 continued**

**Unit Title** Care of Clients with Cancer continued

**Theory Hours this week:** 10.8

**Clinical Hours this week:** 21.6 HCRS C214

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		IX. Nursing Management A. Assessment B. Nursing Diagnosis C. Planning D. Implementation E. Evaluation X. Common therapies, problems and nursing care A. Surgery B. Radiation Therapy 1. External Radiation Therapy 2. Internal Radiation Therapy 3. Principles of Radiation Protection C. Chemotherapy 1. Nursing Care of clients receiving chemotherapy D. Hormone Therapy E. Immunotherapy using Biologic Response Modifiers F. Bone Marrow and Stem Cell Transplantation G. Gene Therapy XI. Evaluating the Effectiveness of Treatment A. Complementary and Integrative Medicine XII. Common Problems related to Cancer and Cancer Treatment A. Anorexia, Mucositis, and Weight Loss	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 8 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 5**

**Unit Title: Care of Clients with Cancer continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8		B. Nausea, Vomiting, and Diarrhea C. Constipation D. Cystitis E. Immunosuppression, Bone Marrow Suppression and Infection F. Hyperuricemia G. Fatigue H. Alopecia I. Pain 1. Nonpharmacologic Interventions XIII. Clients with Metastatic Disease A. Fear and Ineffective Coping B. Oncologic Emergencies XIV. Care for the Dying Cancer Client A. Psychological Process of Death 1. Grieving 2. Fear B. Palliative Care 1. Anticipatory Guidance 2. Terminal Hydration 3. End Stage Symptom Management a. Pain b. Dyspnea c. Death Rattle d. Delirium 4. Nursing Resources	Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 8 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 6**

**Unit Title: Chronic Illness and Rehabilitation**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 5.4	1. Define relevant nursing issues for patients with chronic illness 2. Distinguish clients at risk for problems associated with immobility 3. Describe the effect of immobility on each of the major systems of the body 4. Explain the general goals for the resident in a long term care facility and how to met those goals 5. Compare the role of the LVN in a long term care facility of that in the hospital setting 6. Describe the types of rehabilitation programs that might be found in your community 7. Apply the goals of rehabilitation 8. Identify the members of the rehabilitation team and the collaborative care giving process and state the role of each 9. Explain the differences in philosophy and required attitude between home care setting and the hospital	I. Chronic Illness A. Preventing the Hazards of Immobility B. Chronic Illness and Rehabilitation Care 1. Long Term Care 2. Fall Prevention a. Use of Security Devices and Alternative Measures 3. Managing Confusion and Disorientation 4. Promoting Independence 5. Maintaining function 6. Documentation II. Rehabilitation A. Rehabilitation Programs C. Rehabilitation Team 1. Roles of LVN III. Nursing Management A. Assessment B. Nursing Diagnosis C. Planning D. Implementation E. Evaluation IV. Home Care A. Role of LVN B. Family Caregiver	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 9 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Choose specific interventions to assist the client with a chronic illness who is home bound and has issues of loneliness 2. When in a long term care facility or hospital, discuss with the charge nurse the measures that are used for safety and fall prevention in the facility 3. Observe a rehabilitation team conference to see how a collaborative plan of care is created and updated 4. From assessment data, identify areas of psychological need for a home care patient and family 5. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 6**

**Unit Title: The Cardiovascular System**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nut 0.4 GD 0.5  Theory 4.5	1. Describe the normal anatomy and physiology of the cardiovascular system 2. Discuss the risk factors and incidence of cardiovascular disease 3. Explain ways to modify risk factors for the development of cardiovascular disease 4. State ways in which nurses can contribute to the prevention of cardiovascular disease 5. Describe the diagnostic tests, specific techniques and procedures for assessing the cardiovascular system 6. Identify three likely nursing diagnoses for clients who have common problems of cardiovascular disease and list the expected outcomes and appropriate nursing interventions for each	I. Overview of A& Physiology of the Cardiovascular System A. Structures B. Functions C. Causes the heart to contract and pump blood D. Cardiac Cycle E. Ejection Fraction F. How does the vascular system function to carry blood G. What is Blood Pressure 1. What affects it H. What changes occur in the cardiovascular system with aging II. Cardiovascular Disease A. Women and Heart Disease 1. Prevention B. Causes of cardiovascular disorders C. Prevention of Cardiovascular Disease 1. Warning signs of heart attack 2. Risk Factors D. Diagnostic Tests and Procedures 1. Cardiac Monitoring 2. Specific tests for Vascular Disease III. Nursing Management A. Assessment 1. Pulses a. Scale 2. Bruits 3. Blood Pressure 4. Skin	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 18 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Teach clients about the more common diagnostic tests and procedures to diagnose and evaluate cardiovascular diseases 2. Assist clients to form plans to modify cardiovascular disease risk factors 3. Demonstrate all previous learned skills



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRSC204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 6 continued**

**Unit Title: The Cardiovascular System continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		B. Nursing Diagnosis C. Planning D. Implementation E. Evaluation IV. Common Problems of Clients with Cardiovascular Disorders A. Fatigue and Dyspnea B. Fluid Overload C. Pain D. Altered Tissue Perfusion E. Impaired Tissue Integrity	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 18 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 7**

**Unit Title: Care of Clients with Hypertension and Peripheral Vascular Disease**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	<ol style="list-style-type: none"> <li>1. Diagram the pathophysiology of hypertension</li> <li>2. Predict the complications that can occur as a consequence of hypertension</li> <li>3. Briefly describe the treatment program for mild, moderate, and severe hypertension</li> <li>4. Contrast the pathophysiology of arteriosclerosis with that of atherosclerosis</li> <li>5. Review four factors that contribute to peripheral vascular disease</li> <li>6. Recognize the signs, symptoms, and treatment of aneurysm</li> <li>7. Prepare a teaching plan for a client with Raynaud's syndrome</li> <li>8. Compare the etiology and care for thrombophlebitis and deep vein thrombosis</li> <li>9. Summarize how venous insufficiency may lead to a venous stasis ulcer</li> </ol>	<ol style="list-style-type: none"> <li>I. Hypertension               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs, Symptoms, Diagnosis</li> <li>D. Treatment                   <ol style="list-style-type: none"> <li>1. Antihypertensive therapy</li> </ol> </li> <li>E. Complications</li> <li>F. Hypertensive Crisis</li> </ol> </li> <li>G. Nursing Management Hypertension               <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing Diagnosis and Planning</li> <li>3. Implementation</li> <li>4. Evaluation</li> </ol> </li> <li>II. Peripheral Arterial Disease               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs, Symptoms, and Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management PAD                   <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing Diagnosis and Planning</li> <li>3. Implementation</li> <li>4. Evaluation</li> </ol> </li> </ol> </li> <li>III. Aneurysm               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs, Symptoms, Diagnosis</li> <li>D. Treatment</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Powerpoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 19 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	<ol style="list-style-type: none"> <li>1. Develop and implement a teachings plan for a client who has hypertension</li> <li>2. Choose the points to be included in the teaching plan for the client who has experienced thrombophlebitis</li> <li>3. Institute a teaching plan for the client undergoing anticoagulant therapy</li> <li>4. Differentiate between venous and arterial insufficiency during a physical assessment</li> <li>5. Prepare a nursing plan of care for the client with arterial insufficiency</li> <li>6. Identify three likely nursing diagnoses for clients who have common problems of vascular disease and list the expected outcomes and appropriate nursing interventions each</li> <li>7. Demonstrate all previous learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 7 continued**

**Unit Title: Care of Clients with Hypertension and Peripheral Vascular Disease continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		E. Nursing Management Aneurysm 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation IV. Buerger’s Disease A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management Buerger’s 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation V. Raynaud’s Disease/Phenomenon A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management Raynaud’s 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation VI. Venous Thrombosis A. Etiology B. Pathophysiology VII. Superficial Thrombophlebitis A. Signs, Symptoms, and Diagnosis B. Treatment and Nursing Mgmt	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 19 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College –Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 7 continued**

**Unit Title: Care of Clients with Hypertension and Peripheral Vascular Disease continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		VIII. Deep Vein Thrombosis A. Signs, Symptoms, and Diagnosis B. Treatment C. Nursing Management DVT 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation IX. Varicose Veins A. Signs, Symptoms, Diagnosis B. Treatment X. Chronic Venous Insufficiency A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment and Nursing Mgmt XI. Venous Stasis Ulcers A. Nursing Management Venous Stasis Ulcers 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation XII. Community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 19 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	.

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 8**

**Unit Title: Care of Clients with Cardiac Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nut 0.2 Theory 10.6	<ol style="list-style-type: none"> <li>1. Compare left sided and right sided heart failure</li> <li>2. Describe the nursing assessment specific to the client who is admitted with heart failure</li> <li>3. Identify life threatening heart rhythms from a selection of cardiac rhythm strips</li> <li>4. Describe the usual treatment for atrial fibrillation, third degree heart block, and ventricular tachycardia</li> <li>5. Discuss how nursing interventions for clients with a valvular disorder differ from those for a client with a cardiac dysrhythmia</li> <li>6. State nursing responsibilities in the administration of cardiac drugs</li> <li>7. Describe under what circumstances cardiac surgery is appropriate treatment</li> <li>8. Discuss the nurse's role in caring for clients with heart disorders in the long term care facility or the home</li> <li>9. Develop a teaching plan with dietary recommendations for heart disease</li> </ol>	<ol style="list-style-type: none"> <li>I. Heart Failure               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs, Symptoms, and Diagnosis</li> <li>D. Treatment</li> <li>E. Nursing Management HF                   <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing Diagnosis and Planning</li> <li>3. Implementation</li> <li>4. Evaluation</li> </ol> </li> </ol> </li> <li>II. Cardiac Conduction Disorders               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs, Symptoms,</li> <li>D. Life Threatening Cardiac Dysrhythmias                   <ol style="list-style-type: none"> <li>1. Atrial Flutter/Fibrillation</li> <li>2. Premature Ventricular Contractions</li> <li>3. Complete Heart Block</li> <li>4. Ventricular Tachycardia</li> <li>5. Ventricular Fibrillation</li> </ol> </li> <li>E. Diagnosis and Treatment                   <ol style="list-style-type: none"> <li>1. Cardioversion</li> <li>2. Cardiac Pacemakers</li> <li>3. Radiofrequency Catheter Ablation</li> <li>4. Automatic Implantable Cardioverter-Defibrillators</li> </ol> </li> <li>F. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing Diagnosis and Planning</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Powerpoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 20 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	<ol style="list-style-type: none"> <li>1. Develop a plan on care for a client who has heart failure</li> <li>2. Perform a basic physical assessment on a client who has a mitral valve stenosis and dysrhythmia</li> <li>3. Use the nursing process to care for assigned clients who have cardiovascular disorders</li> <li>4. Safely administer medications for clients with cardiac disorders</li> <li>5. Provide support to clients undergoing diagnostic testing and treatment for cardiac disorders</li> <li>6. Develop a teaching plan for clients with cardiac disorders</li> <li>7. Demonstrate all previous learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 8 continued**

**Unit Title: Care of Clients with Cardiac Disorders continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		3. Implementation 4. Evaluation III. Infective Endocarditis A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment IV. Pericarditis A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management V. Cardiomyopathy VI. Cardiac Valve Disorder A. Mitral Stenosis B. Mitral Regurgitation C. Aortic Stenosis D. Aortic Regurgitation E. Treatment of Valve Disorders 1. Medical Treatment 2. Surgical Treatment 3. Valve Replacement F. Nursing Management Vii. Cardiac Trauma VIII. Common Therapies and their nursing implications A. Oxygen Therapy B. Pharmacologic Agents C. Dietary Control IX. Community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 20 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 9**

**Unit Title: Care of Clients with Coronary Artery Disease and Cardiac Surgery**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	1. Discuss the causes of coronary artery disease 2. Describe the pathophysiology of coronary artery disease 3. Outline nursing interventions to care for a client experiencing angina, including medication administration and client teaching 4. Discuss the pathophysiology of myocardial infarction 5. Compare and contrast the symptoms of and care for unstable angina with those of myocardial infarction 6. Develop a nursing plan of care for a client experiencing a myocardial infarction 7. Describe the nursing care of a client undergoing cardiac surgery 8. List five complications of cardiac surgery	I. Coronary Artery Disease A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management HF 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation II. Angina Pectoris A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management HF 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation III. Acute Coronary Syndrome and Myocardial Infarction A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management HF 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 21 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Develop a teaching plan for a client with coronary artery disease 2. Identify signs and symptoms that indicate a client may be experiencing a myocardial infarct 3. Administer medications to clients experiencing cardiac disorders 4. Collaborate with other health care providers to care for clients after cardiac surgery 5. Contribute to discharge planning for a client after cardiac surgery 6. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 9 continued**

**Unit Title: Care of Clients with Coronary Artery Disease and Cardiac Surgery continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		IV. Cardiogenic Shock A. Etiology B. Pathophysiology C. Signs, Symptoms, and Diagnosis D. Treatment E. Nursing Management HF 1. Assessment 2. Nursing Diagnosis and Planning 3. Implementation 4. Evaluation V. Surgical and Nonsurgical Treatment Option A. Percutaneous Transluminal Coronary Angioplasty B. Transmyocardial Laser Revascularization C. Cardiac Surgery 1. Coronary Artery Bypass Graft Surgery 2. Heart Transplant D. Nursing Care of the Client having Cardiac Surgery 1. Perioperative 2. Postoperative VI. Community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 21 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 10**

**Unit Title: The Immune and Lymphatic Systems**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nut 0.2 GD 0.5 Theory 7.4	1. Describe the body's innate immune system 2. Compare and contrast the characteristics of innate and acquired immunity 3. Describe the role of the lymphatic system in the immune response 4. Identify various ways in which immunity to disease occurs 5. Analyze the factors that interfere with normal immune response 6. Explain the role of immunizations in relation to immunity 7. Compare and contrast the responsibilities of different members of the health care team in preventing infection in immunocompromised clients	I. Overview of Anatomy & Physiology of the Immune and Lymphatic Systems A. Structures B. Functions C. Effects of Aging on Immune and Lymphatic Systems D. Protective Mechanisms 1. Inflammatory Response 2. Immune Response a. Types of Immunity i. Primary Humoral Response ii. Secondary Cellular Response b. Immunity against disease i. Innate Immunity ii. Acquired Immunity II. Immune and Lymphatic System Disorders A. Prevention 1. Immunization a. Nursing Implications B. Nursing Management 1. Assessment 2. Diagnosis 3. Planning 4. Implementation 5. Evaluation III. Common Problems related to the Immune and Lymphatic Systems A. Fever B. Nutrition C. Immunosuppression	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 10 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Identify assessments that indicate immune system function 2. Describe precautions to be taken for clients with an impaired immune system 3. Evaluate your client's risk for infection during a clinical experience 4. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week 10 continued**

**Unit Title: Care of Clients with HIV/AIDS**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
GD 0.5  Theory 2.2	1. Summarize the modes of transmission for HIV 2. List the tests used to diagnosis HIV and to monitor the immune status of an HIV positive client 3. Identify the signs and symptoms of AIDS 4. Analyze conditions where opportunistic infections (viral, bacterial, fungal, parasitic) are likely to occur 5. List the primary categories of highly active antiretroviral therapy (HAART) and common side effects of each 6. Identify the nursing diagnoses needed for a client with AIDS 7. Explain wasting syndrome and nursing interventions	I. Disorders of Immune Deficiency A. Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome 1. Pathophysiology 2. Transmission 3. Vaccine Development 4. Prevention through Education 5. Signs and Symptoms 6. Diagnosis 7. Management of HIV Infection 8. Complications a. Opportunistic Infections i. Viral Infections ii. Herpes Simplex Virus iii. Bacterial Infections iv. Fungal Infections v. Parasitic Infections b. Neoplasma i. Kaposi Sarcoma ii. Lymphomas c. Neurologic Complications B. Nursing Management 1. Assessment 2. Diagnosis 3. Planning 4. Implementation 5. Evaluation C. HIV Risk in over 50 Population D. Community Education and Care E. HIV Confidentiality and Disclosure Issues F. Exposure and Health Care Workers	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 11 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	1. Perform nursing interventions needed for opportunistic infections 2. Implement a teaching plan for a client being started on HAART 3. Review a nursing plan of care for an HIV/A IDS client hospitalized with a low CD4 count 4. During a clinical rotation, review the facility's policy for exposure to blood or body fluids from an HIV-positive client 5. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 11**

**Unit Title: Care of Clients with Immune and Lymphatic Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 5.4	<ol style="list-style-type: none"> <li>1. Summarize the ideal actions of therapeutic immunosuppressive drugs</li> <li>2. Explain the importance if minimizing the administration of antimicrobial agents</li> <li>3. Describe effects of aging on the immune system</li> <li>4. Explain why an immune-suppressed client with infection, may not have an elevated body temperature</li> <li>5. Explain how an allergic reaction occurs during an excessive immune response</li> <li>6. Summarize the nurse’s role in helping the client to control allergies</li> <li>7. Discuss the three categories of autoimmune disorders and give examples of autoimmune disorders/diseases</li> <li>8. Evaluate and explain why the process of diagnosis and treatment for systemic lupus erythematous would be difficult or frustrating for the client</li> <li>9. Compare and contrast the two types of lymphoma and how they are diagnosed</li> </ol>	<ol style="list-style-type: none"> <li>I. Immune Disorders               <ol style="list-style-type: none"> <li>A. Therapeutic Immunosuppression                   <ol style="list-style-type: none"> <li>1. Actions of Immunosuppressive Drug Therapy</li> <li>2. Diagnostic Tests and Treatment</li> </ol> </li> <li>B. Nursing Management                   <ol style="list-style-type: none"> <li>I. Assessment</li> <li>2. Nursing Diagnosis and Planning</li> <li>#. Implementation</li> <li>4. Evaluation</li> </ol> </li> </ol> </li> <li>II. Disorders of Inappropriate Immune Response               <ol style="list-style-type: none"> <li>A. Allergy &amp; Hypersensitivity                   <ol style="list-style-type: none"> <li>1. Etiology &amp; Pathophysiology</li> <li>2. Signs &amp; Symptoms</li> <li>3. Diagnosis                       <ol style="list-style-type: none"> <li>a. Diagnostic Tests</li> <li>b. Identification of Allergens</li> <li>c. Drug Allergy</li> <li>d. Food Allergy</li> <li>e. Latex Allergy</li> </ol> </li> <li>4. Treatment                       <ol style="list-style-type: none"> <li>a. Drug Therapy</li> <li>b. Desensirization</li> </ol> </li> </ol> </li> <li>B. Anaphylactic Reaction and Anaphylactic Shock                   <ol style="list-style-type: none"> <li>1. Etiology &amp; Pathophysiology</li> <li>2. Signs &amp; Symptoms</li> <li>3. Diagnosis</li> <li>4. Treatment and Nursing Management</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Powerpoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 12 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	<ol style="list-style-type: none"> <li>1. List nursing measures for the prevention of infection for an immunocompromised client</li> <li>2. List key elements for data collection, if an immunosuppressant disorder is suspected.</li> <li>3. Perform nursing assessment on a client with a primary allergic condition</li> <li>4. List the usual measures for treating an anaphylactic reaction and locate the necessary emergency equipment on your clinical unit</li> <li>5. Perform nursing interventions for a client with lymphedema</li> <li>6. Review a nursing plan of care for a client who has systemic lupus erythematous</li> <li>7. List interventions that can be used for a client with fibromyalgia</li> <li>8. Demonstrate all previous learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 11 continued**

**Unit Title: Care of Clients with Immune and Lymphatic Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		III. Autoimmune Disorders A. Signs and Symptoms B. Diagnosis C. Treatment & Nursing Management D. Systemic Lupus Erythematosus 1. Etiology & Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management IV. Disorders of the Lymphatic System A. Lymphoma B. Hodgkin’s Lymphoma 1. Etiology 2. Pathophysiology 3. Signs & Symptoms 4. Diagnosis, Treatment 5. Nursing Management C. Non-Hodgkin’s Lymphoma 1. Etiology 2. Pathophysiology 3. Signs & Symptoms 4. Diagnosis, Treatment 5. Nursing Management D. Lymphedema E. Fibromyalgia	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 12 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 11 continued**

**Unit Title: The Hematologic System**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 2.0	1. Describe the structures and functions of the hematologic system 2. Differentiate between the various types of blood cells and their functions 3. Discuss factors that may alter the function of the hematologic system 4. Identify ways in which the nurse may help prevent blood disorders 5. List at least five different kinds of information that can be obtained from a complete blood count (CBC) 6. Describe ways to accomplish hemostasis 7. Apply the nursing process to clients with problems of the hematologic system	I. Overview of the Anatomy & Physiology of the Hematologic System A. Functions of Blood B. Components of Blood C. Function of Plasma Proteins D. Production of Blood Cells E. Function of Red Blood Cells F. Functions of White Blood Cells G. Function of Platelets H. Lymphatic System interact Vascular System I. Changes of Hematologic System with Age II. Causes of Hematologic Disorders III. Prevention of Hematologic Disorders IV. Diagnostic Tests and Procedures V. Nursing Management A. Assessment 1. Physical Assessment B. Nursing Diagnosis C. Implementation D. Evaluation VI. Common Problems related to Disorders of the Hematologic System A. Fatigue B. Anorexia C. Pain D. Infection E. Bone Marrow Failure	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 16 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	. 1. Explain the procedure and care for a bone marrow aspiration to a client about to undergo the procedure 2. Perform a focused assessment on a client with a problem of the hematologic system 3. Choose nursing interventions for clients with problems of the hematologic system 4. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 11 continued**

**Unit Title: Care of Clients with Hematologic Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 3.4	1. Identify the causes of the various types of anemia 2. Develop a plan of care for the client with an anemia 3. Explain the pathophysiology and care of sickle cell disease 4. Compare cell abnormalities of polycythemia vera to those of leukemia 5. Formulate a teaching plan for the client with leukemia 6. Comprehend why multiple myeloma is a disease affecting older people 7. Discuss the problems and treatments the hemophilia client faces	I. Disorders of the Hematologic System A. Anemia 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management B. Aplastic Anemia C. Sickle Cell Disease 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management D. Leukemia 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management E. Thrombocytopenia 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 17 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	. 1. Prepare to provide preprocedural and postprocedure care for the client undergoing a bone marrow aspiration 2. Perform an assessment on a client with a suspected hematologic disorder 3. Assist with the development of a plan of care for an adult with leukemia 4. Assess for signs and symptoms of disseminated intravascular coagulation 5. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 11 continued**

**Unit Title: Care of Clients with Hematologic Disorders continued**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		F. Multiple Myeloma 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management G. Hemophilia 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management H. Disseminated Intravascular Coagulation 1. Etiology 2. Pathophysiology 3. Signs and Symptoms 4. Diagnosis 5. Treatment 6. Nursing Management II. Therapies Used in the Management of Hematologic Disorders A. Transfusions B. Leukapheresis C. Bone Marrow and Stem Cell Transplantation D. Various Other Therapies E. Community Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 17 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	.

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 12**

**Unit Title: The Endocrine System**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
GD 0.5  Theory 10.3	1. Identify the location of each endocrine gland 2. Diagram the principal actions and target tissues for hormones of the hypothalamus and pituitary, parathyroid, adrenal, and pancreas glands 3. Summarize the effects of the thyroid hormones 4. Describe common diagnostic tests for the endocrine system	I. Overview of Anatomy & Physiology of the Endocrine System A. Organs and Structures B. Functions C. Effects of Pituitary Hormones D. Effects of Thyroid Hormones E. Function of Parathyroid Glands F. Functions of Hormones Adrenal Glands G. Hormonal Function of Pancreas H. Effects of Aging on Endocrine System II. Endocrine System A. Endocrine System Disorders 1. Causes 2. Prevention 3. Diagnostic Tests and Procedures B. Nursing Management 1. Assessment 2. Nursing Diagnosis 3. Planning 4. Implementation 5. Evaluation III> community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 36 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	. 1. Assess for specific age-related changes of the endocrine system in an elderly client 2. Teach clients about diagnostic tests that might be performed for symptoms of endocrine disorders 3. Perform a focused assessment on a client who may have an endocrine disorder 4. Identify appropriate nursing diagnoses and interventions for problems common to clients with endocrine disorders 5. Demonstrate all previous learned skills



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 12 continued**

**Unit Title: Endocrine System**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking		HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 13**

**Unit Title: Care of Clients with Pituitary, Thyroid, Parathyroid and Adrenal Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	1. Give examples of four major problems associated with hyposecretion of pituitary hormones and identify three nursing interventions appropriate for each problem 2. Outline three nursing interventions appropriate for each problem of hypopituitarism 3. Plan appropriate nursing assessments and interventions for the client who might experience complications of a thyroidectomy 4. Compare and contrast symptoms of hypoparathyroidism with hyperparathyroidism 5. Identify six signs and symptoms of adrenocortical insufficiency (Addison's Disease) 6. Summarize four major causes of Cushing's syndrome	I. Disorders of the Pituitary Gland A. Pituitary Tumors 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management B. Hypofunction of the Pituitary Gland 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management C. Diabetes Insipidus 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management D. Syndrome of Inappropriate Antidiuretic Hormone 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management II. Disorders of the Thyroid Gland A. Goiter 1. Etiology and Pathophysiology 2. Signs & Symptoms	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 37 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	. 1. From an appropriate list of nursing diagnoses, provide nursing care for a client with a pituitary disorder 2. Select appropriate nursing interventions for a client with adrenal insufficiency 3. Implement client teaching for the client with hypothyroidism 4. Plan postoperative assessment and nursing care for a client who has had a hypophysectomy 5. Evaluate the nursing care of a client who has had a thyroidectomy 6. Identify nursing diagnoses and appropriate interventions for a client with diabetes insipidus 7. Assist with development of a teaching plan for the client taking a corticosteroid 8. Demonstrate all previous learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 13 continued**

**Unit Title: Care of Clients with Pituitary, Thyroid, Parathyroid and Adrenal Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		3. Diagnosis 4. Treatment 5. Nursing Management B. Hyperthyroidism 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management C. Thyroidectomy 1. Preoperative Care 2. Postoperative Care 3. Complications D. Hypothyroidism 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management E. Myxedema Coma F. Thyroiditis 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management G. Thyroid Cancer 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 37 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 13 continued**

**Unit Title: Care of Clients with Pituitary, Thyroid, Parathyroid and Adrenal Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		III. Disorders of the Parathyroid Glands A. Hypoparathyroidism 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management B. Hyperparathyroidism 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management IV. Disorders of the Adrenal Glands A. Pheochromocytoma 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management B. Adrenocortical Insufficiency 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management C. Acute Adrenal Insufficiency or Adrenal Crisis 1. Etiology and Pathophysiology 2. Signs & Symptoms	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 37 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	.

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 13 continued**

**Unit Title: Care of Clients with Pituitary, Thyroid, Parathyroid and Adrenal Disorders**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		3. Diagnosis 4. Treatment 5. Nursing Management D. Excess Adrenocortical Hormone 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Nursing Management V. Community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 37 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	.

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 14**

**Unit Title: Care of Clients with Diabetes and Hypoglycemia**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
<p style="text-align: center;">Nut 0.6 Theory 10.2</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the two major types of diabetes mellitus</li> <li>2. Analyze the four kinds of factors that influence the development of diabetes mellitus</li> <li>3. Review the signs and symptoms of an insulin reaction (hypoglycemia) and discuss appropriate nursing interventions</li> <li>4. Summarize the acute and long term complications and results of poorly controlled diabetes mellitus</li> <li>5. Identify sources of support and information for people with diabetes and their families</li> </ol>	<p>I. Diabetes Mellitus and Hypoglycemia</p> <p>A. Diabetes Mellitus</p> <ol style="list-style-type: none"> <li>1. Types of Diabetes Mellitus</li> <li>2. Etiology and Pathophysiology</li> <li>3. Signs Symptoms and Diagnosis</li> <li>4. Management of Diabetes               <ol style="list-style-type: none"> <li>a. Diet</li> <li>b. Exercise</li> <li>c. Oral Hypoglycemic Agents</li> <li>d. Insulin Therapy</li> <li>e. Insulin Pump</li> <li>f. Other injectable Agents</li> <li>g. Preoperative and Postoperative Insulin Management</li> <li>h. Islet Cell Transplantation</li> </ol> </li> <li>5. Nursing Management               <ol style="list-style-type: none"> <li>a. Assessment</li> <li>b. Nursing Diagnosis</li> <li>c. Planning</li> <li>d. Implementation</li> <li>i. Client Education</li> <li>e. Evaluation</li> </ol> </li> </ol> <p>B. Complications</p> <ol style="list-style-type: none"> <li>1. Short Term Problems               <ol style="list-style-type: none"> <li>a. Diabetic ketoacidosis</li> <li>b. Hyperglycemic hyperosmolar nonketotic syndrome</li> <li>c. Rebound hyperglycemia</li> <li>d. Hypoglycemia</li> </ol> </li> <li>2. Long Term Problems</li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Powerpoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p>Methods of Evaluation</p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<p>deWit Chapter 38 End of Chapter Questions Quiz/Exams Case Studies Plan of Care</p>	<p>HCRS C214</p>	<ol style="list-style-type: none"> <li>1. Teach a newly diagnosed person with diabetes about the disease, treatment, and self-care</li> <li>2. Perform a focused nursing assessment /gather data for the management of type 1 and type 2 diabetes mellitus</li> <li>3. Interpret laboratory tests used in the diagnosis and management of diabetes mellitus</li> <li>4. Assess for/gather data related to signs and symptoms that might indicate that the patient with diabetes is in early ketoacidosis</li> <li>5. Teach a client how to recognize and self-treat hypoglycemia</li> <li>6. Demonstrate all previous learned skills</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 14 continued**

**Unit Title: Care of Clients with Diabetes and Hypoglycemia**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		a. Cardiovascular Disease b. Nephropathy c. Peripheral Vascular Disease d. Retinopathy e. Diabetic Neuropathy C. Hypoglycemia 1. Etiology and Pathophysiology 2. Signs & Symptoms 3. Diagnosis 4. Treatment 5. Complications 6. Nursing Management II. Community Care	*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 38 End of Chapter Questions Quiz/Exams Case Studies Plan of Care	HCRS C214	

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C204 - Medical Surgical Nursing II**  
**Instructional Plan: Semester 2 Week: 15**

**Unit Title: Finals**

**Theory Hours this week: 10.8**

**Clinical Hours this week: 21.6 HCRS C214**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory 10.8	Review of Semester Final Exam		*Lecture *Discussion *Powerpoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Final Exam Skills Checklist	HCRS C214	. Review of clinical skills and skills checklist – skills lab



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 1**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Prepare a teaching plan for an elderly client going home with a mobility problem about ways to prevent falls at home	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 1 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Gather positioning aids and place them correctly for the patient who has sustained trauma to the left knee 2. Institute measures to reduce the chance of contracture for patients with musculoskeletal 3. Assist clients with musculoskeletal injuries with active or passive range of motion 4. Provide care for a client who has undergone an arthroscopy 5. Teach a client to properly use crutches 6. Teach an elderly client with a mobility problem about ways to prevent falls at home

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 2**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Prepare a Nursing Plan of Care for a client with a Musculoskeletal injury or disorder	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 2 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li>   <li><b>Methods of Evaluation</b></li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demonstrations</li> <li>*Instructor Observations</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>			<p><b>Theory Specific Objectives</b></p> <ol style="list-style-type: none"> <li>1. Assess a client who has a connective tissue injury</li> <li>2. Provide pin care for a client with external fixation</li> <li>3. Teach the client going home with a cast about proper care of the cast and extremity</li> <li>4. Observe a physical therapist who is teaching quadriceps exercise and then assist the client to practice</li> <li>5. Assess the skin of a client who has a prosthetic device on an amputated limb</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2      Week: 3**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 3 continued**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Effectively use the nursing process for pain management 2. Use appropriate pain evaluation tools for a variety of clients 3. Recognize common side effects of analgesics and describe techniques for addressing them 4. Employ nonpharmacologic approaches to pain management with a variety of clients

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 4**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Prepare a nursing Plan of Care for a client with cancer	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 4 continued**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Devise a general plan of nursing care for the client receiving chemotherapy 2. Formulate a teaching plan for the client who has bone marrow suppression from cancer treatment 3. Institute nursing interventions to help the client cope with the common problems of cancer and its treatment 4. Use appropriate nursing interventions to help clients and families deal with the psychosocial effects of cancer and its treatment 5. Employ nursing interventions to help cancer clients cope with death and dying



**Cerro Coso Community College – Kern Valley River Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 5**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week:** 21.6 hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 5 continued**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week:** \_\_\_\_\_

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> Continued from Week 4

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2      Week: 6**

**Unit Title:** \_\_\_\_\_

**Theory Hours this week:** \_\_\_\_\_

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 6 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Choose specific interventions to assist the client with a chronic illness who is home bound and has issues of loneliness 2. When in a long term care facility or hospital, discuss with the charge nurse the measures that are used for safety and fall prevention in the facility 3. Observe a rehabilitation team conference to see how a collaborative plan of care is created and updated 4. From assessment data, identify areas of psychological need for a home care client and family 5. Teach clients about more common diagnostic tests and procedures to diagnose and evaluate cardiovascular disease 6. Assist clients to form plans to modify cardiovascular disease risk factors

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 7**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demonstrations</li> <li>*Instructor Observations</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a detailed client information sheet on assigned clients</li> <li>2. Complete Drug Cards on all medications to be given on assigned clients</li> <li>3. Prepare a Nursing Plan of Care for a client with Cardiovascular Disease</li> </ol>	<p>2.0 hours Skills Lab</p> <p>19.6 hours Clinical</p>	<p><b>Skills Lab</b></p> <ol style="list-style-type: none"> <li>1. Practice all previously learned skills</li> </ol> <p><b>Clinical Setting</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Professional conduct at all times</li> <li>2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications</li> <li>3. Demonstrate responsibility for the care of assigned clients</li> <li>4. Demonstrate effective communication skills with clients, staff, peers, and instructors</li> <li>5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care</li> <li>6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe</li> <li>7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients</li> <li>8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy</li> </ol>

**Cerro Coso Community College –Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 7 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Develop and implement a teachings plan for a client who has hypertension 2. Choose the points to be included in the teaching plan for the client who has experienced thrombophlebitis 3. Institute a teaching plan for the client undergoing anticoagulant therapy 4. Differentiate between venous and arterial insufficiency during a physical assessment 5. Prepare a nursing plan of care for the client with arterial insufficiency 6. Identify three likely nursing diagnoses for clients who have common problems of vascular disease and list the expected outcomes and appropriate nursing interventions each

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 8**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Develop a teaching plan for a client going home with a cardiac disorder	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 8 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Develop a plan on care for a client who has heart failure 2. Perform a basic physical assessment on a client who has a mitral valve stenosis and dysrhythmia 3. Use the nursing process to care for assigned clients who have cardiovascular disorders 4. Safely administer medications for clients with cardiac disorders 5. Provide support to clients undergoing diagnostic testing and treatment for cardiac disorders 6. Develop a teaching plan for clients with cardiac disorders



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 9**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 9 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Develop a teaching plan for a client with coronary artery disease 2. Identify signs and symptoms that indicate a client may be experiencing a myocardial infarct 3. Administer medications to clients experiencing cardiac disorders 4. Collaborate with other health care providers to care for clients after cardiac surgery 5. Contribute to discharge planning for a client after cardiac surgery

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 10**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Complete the competency on facilities exposure to blood or body fluids	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 10 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li>   <li><b>Methods of Evaluation</b></li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demonstrations</li> <li>*Instructor Observations</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>			<p><b>Theory Specific Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify assessments that indicate immune system function</li> <li>2. Describe precautions to be taken for clients with an impaired immune system</li> <li>3. Evaluate your client’s risk for infection during a clinical experience</li> <li>4. Perform nursing interventions needed for opportunistic infections</li> <li>5. Implement a teaching plan for a client being started on HAART</li> <li>6. Review a nursing plan of care for an HIV/A IDS client hospitalized with a low CD4 count</li> <li>7. During clinical rotation, review the facility’s policy for exposure to blood or body fluids from an HIV positive client</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 11**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demonstrations</li> <li>*Instructor Observations</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a detailed client information sheet on assigned clients</li> <li>2. Complete Drug Cards on all medications to be given on assigned clients</li> <li>3. Complete a Nursing Plan of Care on a client with a Lymphatic Disorder</li> </ol>	<p>2.0 hours Skills Lab</p> <p>19.6 hours Clinical</p>	<p><b>Skills Lab</b></p> <ol style="list-style-type: none"> <li>1. Practice all previously learned skills</li> </ol> <p><b>Clinical Setting</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Professional conduct at all times</li> <li>2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications</li> <li>3. Demonstrate responsibility for the care of assigned clients</li> <li>4. Demonstrate effective communication skills with clients, staff, peers, and instructors</li> <li>5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care</li> <li>6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe</li> <li>7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients</li> <li>8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 11 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. List nursing measures for the prevention of infection for an immunocompromised client 2. List key elements for data collection, if an immunosuppressant disorder is suspected. 3. Perform nursing assessment on a client with a primary allergic condition 4. List the usual measures for treating an anaphylactic reaction and locate the necessary emergency equipment on your clinical unit 5. Perform nursing interventions for a client with lymphedema 6. Review a nursing plan of care for a client who has systemic lupus erythentosis 7. List interventions that can be used for a client with fibromyalgia 8. Explain the procedure and care for a bone marrow aspiration to a client 9. Perform a focused assessment on a client with a problem of hematologic system intravascular coagulation

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 11continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Complete a Nursing Plan of Care on a client with a Lymphatic Disorder	2.0 hours Skills Lab  19.6 hours Clinical	<b>Theory Specific Objectives continued</b> 10. Choose nursing interventions for clients with problems of the hematologic system 11. Prepare to provide preprocedural and postprocedure care for the client undergoing a bone marrow aspiration 12. Perform an assessment on a client with a suspected hematologic disorder 13. Assist with the development of a plan of care for an adult with leukemia 14. Assess for signs and symptoms of disseminated intravascular coagulation

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 12**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy



**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 12 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. Assess for specific age-related changes of the endocrine system in an elderly client 2. Teach clients about diagnostic tests that might be performed for symptoms of endocrine disorders 3. Perform a focused assessment on a client who may have an endocrine disorder 4. Identify appropriate nursing diagnoses and interventions for problems common to clients with endocrine disorders

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 13**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Prepare a teaching plan for a client taking corticosteroids	2.0 hours Skills Lab  19.6 hours Clinica	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 13 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific Objectives</b> 1. From an appropriate list of nursing diagnoses, provide nursing care for a client with a pituitary disorder 2. Select appropriate nursing interventions for a client with adrenal insufficiency 3. Implement client teaching for a client with hypothyroidism 4. Plan postoperative assessment and nursing care for a client who has had a hypophysectomy 5. Evaluate the nursing care of a client who has had a thyroidectomy 6. Identify nursing diagnoses and appropriate interventions for a client with diabetes insipidus 7. Assist with development of a teaching plan for the client taking a corticosteroid

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week 14**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients 3. Prepare a Nursing Plan of Care for a client with Diabetes	2.0 hours Skills Lab  19.6 hours Clinical	<b>Skills Lab</b> 1. Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 14 continued**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week:**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
			<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li>   <li><b>Methods of Evaluation</b></li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demonstrations</li> <li>*Instructor Observations</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>			<p><b>Theory Specific Objectives</b></p> <ol style="list-style-type: none"> <li>1. Teach a newly diagnosed person with diabetes about the disease, treatment, and self-care</li> <li>2. Perform a focused nursing assessment /gather data for the management of type 1 and type 2 diabetes mellitus</li> <li>3. Interpret laboratory tests used in the diagnosis and management of diabetes mellitus</li> <li>4. Assess for/gather data related to signs and symptoms that might indicate that the patient with diabetes is in early ketoacidosis</li> <li>5. Teach a client how to recognize and self-treat hypoglycemia</li> </ol>

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content– HCRS C214 – Clinical Semester II**  
**Instructional Plan: Semester 2 Week: 15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 hours**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C204		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demonstrations *Instructor Observations *Group Presentations *Role Playing *Critical Thinking *Simulation	Final Skills Checklist Simulation Scenarios	21.6 hours Skills Lab	<b>Skills Lab</b> 1. Practice all previously learned skills 2. Complete Skills Checklist 3. Complete all assigned simulation scenarios

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 1**

**Unit Title: Overview of Maternity and Pediatric Nursing**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	<ol style="list-style-type: none"> <li>1. Contrast present day concepts of maternity and child care with those of the past</li> <li>2. Recall the contributions of persons in history to the fields of maternity and pediatric care</li> <li>3. List the organizations concerned with setting standards for the nursing care of maternity and pediatric patients</li> <li>4. List three federal programs that assist mothers and infants</li> <li>5. State the influence of the federal government on maternity and pediatric care</li> <li>6. Discuss how culture affects childbirth and child care</li> <li>7. List four reasons why statistics are important</li> <li>8. Discuss common terms used in expressing vital statistics</li> <li>9. State two types of health care delivery systems in the United States</li> <li>10. List the five steps of the nursing process</li> <li>11. Understand the legal responsibilities of the nurse to report certain diseases or conditions to the public health authorities</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Leifer Chapter 1</li> <li>End of Chapter Questions</li> <li>Quiz/Exam</li> <li>Case Studies</li> <li>Virtual Excursions</li> <li>Plan of Care</li> </ul>	HCRS C216	<p><b>Clinical Setting</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Professional conduct at all times</li> <li>2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications</li> <li>3. Demonstrate responsibility for the care of assigned clients</li> <li>4. Demonstrate effective communication skills with clients, staff, peers, and instructors</li> <li>5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student's care</li> <li>6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe</li> <li>7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients</li> <li>8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 1**

**Unit Title: Overview of Maternity and Pediatric Nursing continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Contrast a nursing plan of care with a clinical pathway 13. Define the Nursing Interventions Classification (NIC) and its relationship to the nursing process 14. Describe the Nursing Outcomes Classification (NOC) and its influence on the nursing process 15. Compare and contrast nursing and medical diagnosis frameworks with focus on North American Nursing Diagnosis Association International (NANDA-I) taxonomy 16. Define critical thinking 17. Discuss the role of critical thinking in the nursing process and in clinical judgment 18. Discuss the objectives of <i>Healthy People 2020</i> as it relates to maternity and pediatric care 19. Examine the importance of documentation as a nursing responsibility 20. Describe the role of the community health nurse as a health care provider		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 1 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 1**

**Unit Title: Human Reproductive Anatomy & Physiology**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 2.4 hours	1. Define each key term listed 2. Describe changes in puberty in males and females 3. Identify the anatomy of the male reproductive system 4. Explain the functions of the external and internal male organs in human reproduction 5. Describe the influence of hormones in male reproductive processes 6. Identify the anatomy of the female reproductive system 7. Explain the functions of the external, internal, and accessory female organs in human reproduction 8. Discuss the importance of the pelvic bones to the birth process 9. Explain the menstrual cycle and the female hormones involved in the cycle		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 2 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<b>Clinical Setting</b> 1. Demonstrate all previously learned skilled

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 2**

**Unit Title: Fetal Development**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. Describe the process of gametogenesis in human reproduction 3. Explain human fertilization and implantation 4. Describe embryonic development 5. Describe the fetal development and the maturation of body systems 6. Describe the development and functions of the placenta, the umbilical cord, and the amniotic fluid 7. Compare fetal circulation to circulation after birth 8. Explain the similarities and differences in the two types of twins		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 3 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 2**

**Unit Title: Prenatal Care and Adaptations to Pregnancy**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 2.2 hours  Nut 0.2 hours	1. Define each key term listed 2. List the goals of prenatal care 3. Discuss prenatal care for a normal pregnancy 4. Explain the nurse's role in prenatal care 5. Calculate the expected date of delivery and duration of pregnancy 6. Differentiate among the presumptive, probable, and positive signs of pregnancy 7. Describe the physiological changes that occur during pregnancy 8. Identify nutritional needs for pregnancy and lactation 9. Discuss the importance and limitations of exercise in pregnancy 10. Describe patient education related to travel and common discomforts of pregnancy 11. Discuss nursing support for emotional changes that occur in a family during pregnancy 12. Identify special needs of the pregnant adolescent, the single parent, and the older couple		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 4 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Calculate expected delivery date and duration of pregnancy 2. Provide care for a woman in the first three trimesters of pregnancy 3. Provide prenatal information to a woman 4. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 2**

**Unit Title: Prenatal Care and Adaptations to Pregnancy continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. Apply the nursing process in developing a prenatal teaching plan 14. Identify the effects of medication ingestion on pregnancy and lactation 15. Review immunization administration during pregnancy		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 4 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 3**

**Unit Title: Nursing Care of Women with Complications during Pregnancy**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. Explain the use of fetal diagnostic tests in women with complicated pregnancies 3. Describe antepartum complications, their treatment, and their nursing care 4. Identify methods to reduce a woman's risk for antepartum complications 5. Discuss the management of concurrent medical conditions during pregnancy 6. Describe environmental hazards that may adversely affect the outcome of pregnancy 7. Describe how pregnancy affects care of the trauma victim 8. Describe psychosocial nursing interventions for the woman who has a high risk pregnancy and for her family		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 5 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Identify and implement methods to reduce a woman's risk for antepartum complications 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 3**

**Unit Title: Nursing Care of Mother and Infant during Labor and Birth**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor 3. Compare the advantages and disadvantages for each type of childbearing setting: hospital, freestanding birth center, and home 4. Describe the four components (“four Ps”) of the birth process: powers, passage, passenger and the psyche 5. Describe how the four Ps of labor interrelate to result in the birth of an infant 6. Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, and stages and phases of labor 7. Explain common nursing responsibilities during labor and birth 8. Explain how false labor differs from true labor 9. Determine appropriate nursing care for the intrapartum client, including the woman in false labor and the woman having a vaginal birth after cesarean (VBAC) 10. Describe the care of the newborn immediately after birth		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 6 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide care for a woman in labor 2. Care for a newborn immediately after delivery 3. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 3**

**Unit Title: Nursing Management of Pain during Labor and Birth**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. List the common types of classes offered to childbearing families 3. Describe factors that influence a woman's comfort during labor 4. Describe the methods of childbirth preparation 5. Discuss the advantages and limitations of nonpharmacological methods of pain management during labor 6. Explain nonpharmacological methods of pain management for labor, including the nursing role of each 7. Discuss the advantages and limitations of pharmacological methods of pain management 8. Explain each type of pharmacological pain management, including the nursing role for each		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 7 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 4**

**Unit Title: Nursing Care of Women with Complications during Labor and Birth**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.8 hours	1. Define each key term listed 2. Discuss obstetric procedures 3. Illustrate the nurses role in each obstetric procedure 5. Describe factors that contribute to an abnormal labor 6. Explain various intrapartum complications 7. Discuss the nurse's role in caring for women with complications 8. Review the nurse's role in obstetric emergencies		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 8 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 5**

**Unit Title: The Family After Birth**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 3.4 hours  Nut 0.2 hours	Define each key term listed 2. Describe how to individualize postpartum and newborn nursing care to different clients 3. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care 4. Describe postpartum changes in maternal systems and the nursing care associated with those changes 5. Modify nursing assessments and interventions for the woman who has a cesarean birth 6. Explain the emotional needs of postpartum women and their families 7. Recognize the needs of a grieving client 8. Identify signs and symptoms that may indicate a complication in the postpartum mother or newborn 9. Describe the nursing care of the normal newborn 10. Describe nursing interventions to promote optimal infant nutrition 11. Discuss the influences related to the choice of breastfeeding or bottle feeding the newborn		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 9 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide nursing care for a normal newborn 2. Provide care for a woman in the postpartum period. 3. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 5**

**Unit Title: The Family After Birth continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Explain the physiological characteristics of lactation 13. Compare various maternal and newborn positions used during breastfeeding 14. Identify principles of breast pumping and milk storage 15. Illustrate techniques of formula feeding 16. Compare the nutrients of human milk with those of infant formulas 17. Discuss the dietary needs of the lactating mother 18. Discuss the principles of weaning the infant from the breast 19. Plan appropriate discharge teaching for the postpartum woman and her newborn		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 9 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 4**

**Unit Title: Nursing Care of Women with Complications after Birth**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.8 hours	1. Define each key term listed 2. Describe the signs and symptoms for each postpartum complication 3. Identify factors that increase a woman’s risk for developing each complication 4. Explain nursing measures that reduce a woman’s risk for developing specific postpartum complications 5. Describe the medical and nursing management of postpartum complications 6. Explain general and specific nursing care for each complication 7. Compare and contrast mood disorders in the postpartum period		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 10 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 6**

**Unit Title: The Nurse’s Role in Women’s Health Care**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 3.6 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Explain aspects of preventive health care for women</li> <li>3. Describe each menstrual disorder and its care</li> <li>4. Explain each gynecological infection in terms of cause, transmission, treatment , and care</li> <li>5. Describe the various methods of birth control, including side effects and contraindications of each</li> <li>6. Describe how to use natural family planning methods for contraception or infertility management</li> <li>7. Describe possible causes and treatment of infertility</li> <li>8. Explain the changes that occur during the perimenopausal period and after menopause</li> <li>9. Explain the medical and nursing care of women who are nearing or have completed menopause</li> <li>10. Describe the medical and nursing care of women with pelvic floor dysfunction or problems related to benign growths in the reproductive tract</li> <li>11. Describe the nursing care and treatment of a woman with leiomyoma</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Leifer Chapter 11</li> <li>End of Chapter Questions</li> <li>Quiz/Exam</li> <li>Case Studies</li> <li>Virtual Excursions</li> <li>Plan of Care</li> </ul>	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 7**

**Unit Title: The Newborn**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. Briefly describe three normal reflexes of the newborn, including the approximate age of their disappearance 3. Demonstrate the steps in the physical assessment of the newborn 4. State four methods of maintaining the body temperature of a newborn 5. State the cause and describe the appearance of physiological jaundice in the newborn 6. Define the following skin manifestations in the newborn: lanugo, vernix, caseosa, Mongolian spots, millia, acrocyanosis, and desquamation 7. State the methods of preventing infection in newborns 8. Interpret discharge teaching for the mother and her newborn		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 12 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate the steps in the physical assessment of the newborn 2. Set up a Bili Bed for phototherapy treatment 3. Take and accurately record vital signs for a newborn 4. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 7**

**Unit Title: Preterm and Postterm Newborns**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	<ol style="list-style-type: none"> <li>1. Define the key terms listed</li> <li>2. Differentiate between the preterm and the low birth weight newborn</li> <li>3. List three causes of preterm birth</li> <li>4. Describe selected problems and needs of preterm newborns and the nursing goals associated with each problem</li> <li>5. Describe the symptoms of cold stress and methods of maintaining thermoregulation</li> <li>6. Contrast the techniques for feeding preterm and full term newborns</li> <li>7. Discuss two ways to help facilitate maternal-infant bonding for a preterm newborn</li> <li>8. Describe the family reaction to preterm infants and nursing interventions</li> <li>9. List three characteristics of the postterm infant</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Leifer Chapter 13</li> <li>End of Chapter Questions</li> <li>Quiz/Exam</li> <li>Case Studies</li> <li>Virtual Excursions</li> <li>Plan of Care</li> </ul>	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 7**

**Unit Title: Perinatal Injury or Congenital Malformation**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 1.2 hours	1. Define each key term listed 2. List and define the more common disorders of the newborn 3. Describe the classifications of birth defects 4. Outline the nursing care for the newborn with hydrocephalus 5. Describe the symptoms of increased intracranial pressure 6. Discuss the prevention of neural tube anomalies 7. Outline the preoperative and postoperative nursing care of a newborn with spina bifida cystica 8. Differentiate between cleft lip and cleft palate 9. Discuss the dietary needs of a newborn with phenylketonuria 10. Discuss the early signs of developmental hip dysplasia 11. Discuss the care of the newborn with Down syndrome 12. Outline the causes and treatment of hemolytic disease of the newborn (erythroblastosis fetalis) 13. Devise a plan of care for a newborn receiving phototherapy 14. Describe home phototherapy 15. Discuss the assessment and nursing care of a newborn with macrosomia		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 14 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 8**

**Unit Title: An Overview of Growth & Development, and Nutrition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
G&D 1.6  Nut 0.2 hours	1. Define each key term listed 2. Explain the difference between growth, development, and maturation 3. Recognize and read a growth chart for children 4. List five factors that influence growth and development 5. Discuss the nursing implications of growth and development 6. Discuss the importance of family centered care in pediatrics 7. Recognize the influence of the family and cultural practices on growth, development, nutrition, and health care 8. Describe three developmental theories and their impact on planning the nursing care of children 9. Discuss the nutritional needs of growing children 10. Differentiate between permanent and deciduous teeth, and list the times of their eruption 11. Understand the characteristics of play at various age levels 12. Describe the relationship of play to physical, cognitive, and emotional development		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 15 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1, Engage children across the lifespan in therapeutic play 2. Demonstrate all previously learned skills



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 8**

**Unit Title:** An Overview of Growth & Development, and Nutrition continued

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. Understand the role of computers and computer games in play at various ages 14. Define therapeutic play 15. Understand the use of play as an assessment tool		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 15 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 8**

**Unit Title: The Infant**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
G & D 1.6  Nut 0.2 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Describe the physical and psychosocial development of infants from age 1 to 12 months, listing age specific events and guidance when appropriate</li> <li>3. Discuss the major aspects of cognitive development in the first year of life</li> <li>4. Relate the nursing responsibilities in health promotion and illness prevention of infants during the first year of life</li> <li>5. Discuss the nutritional needs of growing infants</li> <li>6. Compare breastfeeding, bottle feeding, and the various infant formulas available</li> <li>7. Describe how to select and prepare solid foods for the infant</li> <li>8. List four common concerns of parents about the feeding of infants</li> <li>9. Discuss the development of feeding skills in the infant</li> <li>10. Compare and contrast natural, organic, and processed foods</li> <li>11. Examine nutritional counseling for the infant</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Leifer Chapter 16</li> <li>End of Chapter Questions</li> <li>Quiz/Exam</li> <li>Case Studies</li> <li>Virtual</li> <li>Excursions</li> <li>Plan of Care</li> </ul>	HCRS C216	<ol style="list-style-type: none"> <li>1. Take and accurately record vital signs for the infant</li> <li>2. Calculate and administer the appropriate medication doses for an infant</li> <li>3. Administer oral, eye and ear medication to infants</li> <li>4. Obtain urine and/or stool specimens from an infant</li> <li>5. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 8**

**Unit Title: The Infant continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Identify the approximate age for each of the following: posterior fontanelle has closed; central incisors appear; birth weight has tripled; child can sit steadily alone; child shows fear of strangers 13. Describe normal vital signs for a 1 year old 14. Discuss safety issues in the care of infants 15. Discuss the approach to and the specifics of care of an infant with colic 16. Identify age appropriate toys and their development of therapeutic value 17. Discuss principles of safety during infancy 18. Discuss the development of favorable sleep patterns		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 16 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College KernRiver Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 9**

**Unit Title: The Toddler**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory G & D 1.6 Nut 0.2 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Describe the physical, psychosocial, and cognitive development of children from 1 to 3 years of age listing age specific events and guidance when appropriate</li> <li>3. Discuss speech development in the toddler</li> <li>4. Describe the task to be mastered by the toddler according to Erikson's stages of growth and development</li> <li>5. List two developmental tasks of the toddler period</li> <li>6. Discuss the principles of guidance and discipline for a toddler</li> <li>7. Discuss how adults can assist small children in combatting their fears</li> <li>8. Identify the principles of toilet training (Bowel and bladder) that will help guide parents' efforts to provide toilet independence</li> <li>9. Describe the nutritional needs and self feeding abilities of a toddler</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 17 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Instruct parents on how to prevent accidents</li> <li>2. Take and accurately record vital signs for the toddler</li> <li>3. Calculate and administer appropriate medication doses for the toddler</li> <li>4. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 9**

**Unit Title: The Toddler continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	<p>10. List two methods of preventing the following: automobile accidents, burns, falls, suffocation, choking, poisoning, drowning, electric shock, and animal bites</p> <p>11. Describe the characteristic play and appropriate toys for a toddler</p>		<p>*Lecture            *Discussion            *PowerPoint Presentations            *Small group Assignments            *NCLEX Questions            *Study Guide            *Videos            *Kaplan</p> <p><b>Methods of Evaluation</b>            *Testing            *Group Discussions            *Case Studies            *Return Demos            *Instructor Observation            *Group Presentations            *Role Playing            *Critical Thinking</p>	<p>Leifer            Chapter 17            End of Chapter Questions            Quiz/Exam            Case Studies            Virtual Excursions            Plan of Care</p>	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 9**

**Unit Title: The Preschool Child**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory G & D 1.8	<ol style="list-style-type: none"> <li>1. Define the key terms listed</li> <li>2. List the major developmental tasks of the preschool age child</li> <li>3. Describe the physical, psychosocial, and spiritual development of children age 3 to 5 years, listing age specific events and guidance when appropriate</li> <li>4. Discuss the development of positive bedtime habits</li> <li>5. Discuss one method of introducing the concept of death to a preschool child</li> <li>6. Describe the development of the preschool child in relation to Piaget's, Erikson's and Kohlberg's theories of development</li> <li>7. Discuss the characteristics of a good preschool</li> <li>8. Discuss the value of play in the life of a preschool child</li> <li>9. Designate two toys suitable for the preschool child, and provide the rationale for each choice</li> <li>10. Describe the speech development of the preschool child</li> <li>11. Discuss the value of the following: time out periods, consistency, role modeling, and rewards.</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 18 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Take and accurately record vital signs for the Preschooler</li> <li>2. Calculate and administer appropriate medication doses for the Preschooler</li> <li>3. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 9**

**Unit Title: The Preschool Child continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Discuss the approach to problems such as enuresis, thumb sucking, and sexual curiosity in the preschool child 13. Describe the developmental characteristics that predispose the preschool child to certain accidents, and suggest methods of prevention for each type of accident 14. Explain the use of therapeutic play with a handicapped child		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 18 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 10**

**Unit Title: The School Age Child**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory G & D 1.8 hours	1. Define each key term listed 2. Describe the physical and psychosocial development of children from 6 to 12 years of age, listing age-specific events and type of guidance where appropriate 3. Discuss how to assist parents in preparing a child for school 4. List two ways in which school life influences the growing child 5. Contrast two major theoretical viewpoints of personality development during the school years 6. Discuss accident prevention in this age group 7. Discuss the role of the school nurse in providing guidance and health supervision for the school age child 8. Discuss the value of pet ownership for the healthy school age child and the family education necessary for the allergic or immunocompromised child		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 19 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Take and accurately record vital signs for the child 2. Calculate and administer appropriate medication doses for the child 3. Calculate and administer the appropriate medication doses for the child 4. Administer oral, eye and ear medications to the child 5. Demonstrate all previously learned skills



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 10**

**Unit Title: The Adolescent**  
**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Theory  G & D 1.6 hours  Nut 0.2 hours	1. Define each key term listed 2. List major physical changes that occur during adolescence 3. Identify two major developmental tasks of adolescence 4. Discuss three major theoretical viewpoints on the personality development of adolescents 5. List five life events that contribute to stress during adolescence 6. Describe Tanner’s stages of breast development 7. Describe menstruation to a 13 year old girl 8. Identify two ways in which a person’s cultural background might contribute to behavior 9. Discuss the importance of peer groups, cliques, and best friends in the developmental process of an adolescent 10. List three guidelines of importance for the adolescent participating in sports 11. Summarize the nutritional requirements of the adolescent 12. Discuss two main challenges during the adolescent years to which the adolescent must adjust		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 20 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Take and actively record vital signs for the adolescent 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 10**

**Unit Title: The Adolescent continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. List a source for planning sex education programs for adolescents 14. Discuss the common problems of adolescence and the nursing approach		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 20 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 11**

**Unit Title: The Hospitalized Child**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 2.4 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Identify various health care delivery settings</li> <li>3. Describe three phases of separation anxiety</li> <li>4. List two ways in which the nurse can lessen the stress of hospitalization for the child's parents</li> <li>5. Discuss the management of pain in infants and children</li> <li>6. Describe two milestones in the psychosocial development of the preschool child that contribute either positively or negatively to the adjustment to hospitalization</li> <li>7. Contrast the problems of the preschool child and the school age child facing hospitalization</li> <li>8. Identify two problems confronting the siblings of the hospitalized child</li> <li>9. List three strengths of the adolescent that the nurse might use when formulating nursing care plans</li> <li>10. Organize a nursing care plan for a hospitalized child</li> <li>11. Recognize the steps in discharge planning for infants, children and adolescents</li> <li>12. Interpret a clinical pathway for a hospitalized child</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 21, 22 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Provide discharge instructions to the child/parents</li> <li>2. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 11**

**Unit Title: The Hospitalized Child**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. List five safety measures applicable to the care of the hospitalized child 14. Illustrate techniques of transporting infants and children 15. Plan the basic daily data collection for hospitalized infants and children 16. Identify the normal vital signs of infants and children at various ages 17. Devise a nursing plan of care for a child with a fever 18. Discuss the techniques of obtaining urine and stool specimens from infant's 19. Calculate the dosage of a medicine that is in liquid form 20. Demonstrate techniques of administering oral, eye, and ear medications to infants and children 21. Compare the preferred sites for intramuscular injections for infants and adults 22. Discuss two nursing responsibilities necessary when a child is receiving parenteral fluids and the rationale for each '23. Demonstrate the appropriate technique for gastrostomy tube feedings		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 21, 22 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Prepare and administer intramuscular injections for the pediatric client 2. Perform gastrostomy tube feedings to an infant or child 3. Obtain urine or stool specimen from a pediatric client 4. Care for a hospitalized pediatric client 5. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 11**

**Unit Title: The Hospitalized Child continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	24. Summarize the care of a child receiving supplemental oxygen 25. Recall the principles of tracheostomy care 26. List the adaptations necessary when preparing a pediatric client for surgery		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 21, 22 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 11**

**Unit Title: The Child with a Sensory or Neurological Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.2 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Discuss the prevention and treatment of ear infections</li> <li>3. Outline the nursing approach t serving the hearing impaired child</li> <li>4. Discuss the cause and treatment of amblyopia</li> <li>5. Compare the treatment of paralytic and nonparalytic strabismus</li> <li>6. Review the prevention of eyestrain in children</li> <li>7. Discuss the functions of the 12 cranial nerves and nursing interventions for dysfunction</li> <li>8. Describe the components of a “neurological check”.</li> <li>9. Outline the prevention, treatment, and nursing care for the child with Reye’s syndrome</li> <li>10. Describe the symptoms of meningitis in a child</li> <li>11. Describe three types of posturing that may indicate brain damage</li> <li>12. Discuss the various types of seizures and the relevant nursing responsibilities</li> <li>13. Prepare a plan for success in the care of a mentally retarded child</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 23 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Perform a neurocheck on a pediatric client</li> <li>2. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 11**

**Unit Title: The Child with a Sensory or Neurological Condition continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	14. Describe four types of cerebral palsy and the nursing goals involved in the care 15. State a method of determining level of consciousness in an infant 16. Describe signs of increased intracranial pressure in a child 17. Discuss neurological monitoring of infants and children 18. Identify the priority goals in the care of a child who experienced near drowning 19. Formulate a nursing plan of care for the child with a decreased level of consciousness		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 23 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title    The Child with a Musculoskeletal Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.2 hours	1. Define each key term listed 2. Demonstrate an understanding of age specific changes that occur in the musculoskeletal system during growth and development 3. Discuss the musculoskeletal differences between the child and adult and how it influences orthopedic treatment and nursing care 4. Describe the management of soft tissue injuries 5. Discuss the types of fractures commonly seen in children and their effect on growth and development 6. Differentiate between Buck’s extension and Russell traction 7. Compile a nursing plan of care for the child who is immobilized by traction 8. Describe a neurovascular check 9. Discuss the nursing care of a child in a cast 10. List two symptoms of Duchenne’s muscular dystrophy 11. Describe the symptoms, treatment, and nursing care for the child with Legg-Calve-Perthes disease		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 24 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide cast instructions to a client 2. Teach a pediatric client how to use crutches 3. Perform a neurovascular check on a pediatric client 4. Demonstrate all previously learned skills



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title** The Child with a Musculoskeletal Condition continued

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Describe two topics of discussion applicable at discharge for the child with juvenile rheumatoid arthritis 13. Describe three nursing care measures required to maintain skin integrity for an adolescent child in a cast for scoliosis 14. Identify symptoms of abuse and neglect in children 15. Describe three types of child abuse 16. State two cultural or medical practices that may be misinterpreted as child abuse		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 24 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title            The Child with a Respiratory Disorder**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.2 hours	1. Define each key term listed 2. Distinguish the difference between the respiratory tract of the infant and that of an adult 3. Review the signs and symptoms of respiratory distress in infants and children 4. Discuss the nursing care of a child with croup, pneumonia, or respiratory syncytial virus 5. Recognize the precautions involved in the care of a child diagnosed with epiglottitis 6. Compare bed rest for a toddler with bed rest for an adult 7. Describe smoke inhalation injury as it relates to delivery of nursing care 8. Discuss the postoperative care of a 5 year old who has had a tonsillectomy 9. Recall the characteristic manifestations of allergic rhinitis 10. Discuss how sinusitis in children is different from that in adults 11. Assess the control of environmental exposure to allergens in the home of a child with asthma		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 25 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide care for a pediatric client with a respiratory disorder 2. Demonstrate all previously learned skills

**Cerro Coso Community College – Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title    The Child with a Respiratory Disorder continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Express five goals of asthma therapy 13. Interpret the role of sports and physical exercise for the asthmatic child 14. Recall four nursing goals in the care of a child with cystic fibrosis 15. Devise a nursing plan of care for the child with cystic fibrosis, including family interventions 16. Review the prevention of bronchopulmonary dysplasia 17. Examine the prevention of sudden infant death syndrome		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 25 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title The Child with a Cardiovascular Disorder**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.2 hours	<ol style="list-style-type: none"> <li>1. Define each key term listed</li> <li>2. Distinguish the difference between the cardiovascular system of the infant and that of an adult</li> <li>3. List the general signs and symptoms of congenital heart disease</li> <li>4. Differentiate between patent ductus arteriosus, coarctation of the aorta, atrial septal defect, ventricular septal defect, and tetralogy of Fallot</li> <li>5. Discuss six nursing goals relevant to the child with acquired heart disease</li> <li>6. List the symptoms of rheumatic fever</li> <li>7. Discuss the prevention of rheumatic fever</li> <li>8. Discuss hypertension in childhood</li> <li>9. Differentiate between primary and secondary hypertension</li> <li>10. Identify factors that can prevent hypertension</li> <li>11. Recognize the manifestation of Kawasaki disease and the related nursing care</li> <li>12. Describe heart healthy guidelines for children over the age of 2 years</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 26 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 13**

**Unit Title    The Child with a Condition of the Blood or Lymphatic System**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.0  Nut 0.2 hours	1. Summarize the components of the blood 2. Recall normal blood values of infants and children 3. List two laboratory procedures commonly performed on children with blood disorders 4. Compare and contrast four manifestations of bleeding into the skin 5. List the symptoms, prevention, and treatment of iron deficiency anemia 6. Recommend four food sources of iron for a child with iron deficiency anemia 7. Examine the pathophysiology and the signs and symptoms of sickle cell disease 8. Describe four types of sickle cell crisis 9. Devise a nursing plan of care for a child with sickle cell disease 10. Recognize the effects on the bone marrow of increased red blood cell production caused by thalassemia 11. Review the effects of severe anemia on the heart 12. Recall the pathophysiology and the signs and symptoms of hemophilia A and hemophilia B		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 27 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 13**

**Unit Title**      **The Child with a Condition of the Blood or Lymphatic System continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. Identify the nursing interventions necessary to prevent hemarthrosis in a child with hemophilia 14. Plan the nursing care of a child with leukemia 15. Review the nursing care of a child receiving a blood product 16. Discuss the effects of chronic illness on the growth and development of children 17. Recall the stages of dying 18. Contrast age appropriate responses to a sibling's death and the nursing interventions required 19. Formulate techniques the nurse can use to facilitate the grieving process 20. Discuss the nurse's role in helping families to deal with the death of a child		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 27 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide care for a pediatric client receiving a blood product 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 13**

**Unit Title     The Child with a Gastrointestinal Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.0  Nut 0.2 hours	1. Define each key tem listed 2. Discuss three common gastrointestinal anomalies in infants 3. Discuss the postoperative nursing care of an infant with pyloric stenosis 4. Discuss the dietary management of celiac disease 5. Understand the symptoms, treatment, and nursing care of a child with Hirschsprung’s disease 6. Understand the treatment and nursing care of a child with intussusception 7. Interpret the nursing management of an infant with gastroesophaageal reflux 8. Differentiate between three types of dehydration 9. Explain why infants and young children become dehydrated more easily than adults 10. Understand how nutritional deficiencies influence growth and development 11. Review the prevention of the spread of thrush in infants and children 12. Trace the route of the pinworm cycle and describe how reinfection takes place		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 28 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide care for a pediatric client with a gastrointestinal disorder 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 13**

**Unit Title The Child with a Gastrointestinal Condition continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	13. Prepare a teaching plan for the prevention of poisoning in children 14. List two measures to reduce the effect of acetaminophen poisoning n children 15. Indicate the primary source of lead poisoning		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 28 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 13**

**Unit Title    The Child with a Genitourinary Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.0  Nut 0.2 hours	1. Name the functional unit of the kidney 2. List four urological diagnostic procedures 3. Recognize urinary tract anomalies in infants 4. Differentiate between Nephrosis and acute glomerulonephritis 5. Discuss the skin care pertinent to the child with Nephrosis 6. Explain any alterations in diet applicable to the child with Nephrosis 7. Outline the nursing care for a child who is diagnosed as having Wilms’ tumor 8. Discuss the impact of undescended testes on fertility 9. Discuss the impact of genitourinary surgery on the growth and development of children at various ages		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 29 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title     The Child with a Skin Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.0 hours	<ol style="list-style-type: none"> <li>1. Recall the differences between the skin of the infant and that of an adult</li> <li>2. Identify common congenital skin lesions and infections</li> <li>3. Describe two topical agents used to treat acne</li> <li>4. Summarize the nursing care for a child who has infantile eczema. State the rationale for each nursing measure</li> <li>5. Discuss the prevention and care of pediculosis and scabies</li> <li>6. Discuss the nursing care of various microbial infections of the skin</li> <li>7. Differentiate among first, second, and third degree burns: the anatomical structures involved, the appearance, the level of sensation, and the first aid required</li> <li>8. List five objectives of the nurse caring for the burned child</li> <li>9. Describe how the response of the child with burns differs from that of the adult</li> <li>10. Identify the principles of topical therapy</li> <li>11. Differentiate four types of topical medication</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Leifer Chapter 30 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	<b>1. Demonstrate all previously learned skills</b>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title** The Child with a Skin Condition continued

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Examine the emergency treatment of three types of burns 13. Discuss the prevention and treatment of sunburn and frostbite		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 30 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title      The Child with a Metabolic Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
<p>Ped Theory 0.8 hours</p> <p>Nut 0.2 hours</p>	<ol style="list-style-type: none"> <li>1. Relate why growth parameters are of importance to clients with a family history of endocrine disease</li> <li>2. List the symptoms of hypothyroidism in infants</li> <li>3. Discuss the dietary adjustment required for a child with diabetes insipidus</li> <li>4. Compare the signs and symptoms of hyperglycemia and hypoglycemia</li> <li>5. Differentiate between type 1 and type 2 diabetes mellitus</li> <li>6. List three precipitating events that might cause diabetic ketoacidosis</li> <li>7. List a predictable stress that the disease of diabetes mellitus has on children and families during the following periods of life: infancy, toddlerhood, preschool age, elementary school age, puberty, and adolescence</li> <li>8. Outline the educational needs of the parents and the child with diabetes mellitus in the following areas: nutrition and meal planning, exercise, blood tests, glucose monitoring, administration of insulin, and skin care</li> <li>9. List three possible causes of insulin shock</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	<p>Leifer Chapter 31 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care</p>	<p>HCRS C216</p>	<ol style="list-style-type: none"> <li>1. Prepare and administer insulin to the pediatric client</li> <li>2. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title**    **The Child with a Metabolic Condition continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	10. Explain the Somogyi phenomenon 11. Discuss the preparation and administration of insulin to a child, highlighting any differences between pediatric and adult administration		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 31 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title The Child with a Communicable Disease**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 1.0	1. Interpret the detection and prevention of common childhood communicable diseases 2. Discuss the characteristics of common childhood communicable disease 3. Discuss three principals involved in standard and transmission based precautions used to prevent the transmission of communicable diseases in children 4. Discuss national and international immunization programs 5. Describe the nurse's role in the immunization of children 6. Demonstrate a teaching plan for preventing sexually transmitted infections (STI's) in an adolescent 7. Formulate a nursing care plan for a child with acquired immunodeficiency syndrome (AIDS)		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 32 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Participate in a shot clinic 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title The Child with an Emotional or Behavioral Condition**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Ped Theory 0.6 hours	1. Differentiate among the following terms: psychiatrist, psychoanalyst, clinical psychologist, and counselor 2. Discuss the impact of early childhood experience on a person's adult life 3. Discuss the effect of childhood autism on growth and development 4. Discuss behavioral therapy and how it is adapted to obsessive compulsive disorders and depression in children 5. List the symptoms of potential suicide in children and adolescents 6. Discuss immediate and long range plans for the suicidal client 7. List four behaviors that may indicate substance abuse 8. Name two programs for members of families of alcoholics 9. Discuss the problems facing children of alcoholics 10. List four symptoms at attention deficit hyperactivity disorder 11. Describe techniques of helping children with attention deficit hyperactivity disorder to adjust to the school setting		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 33 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Provide care for a pediatric client with an emotional or behavior condition 2. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title**    **The Child with an Emotional or Behavioral Condition continued**

**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	12. Compare and contrast the characteristics of bulimia nervosa and anorexia nervosa		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter 33 End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C206 Maternal/Child Nursing**  
**Instructional Plan: Semester 3 Week: 15**

**Unit Title**      **Final Review**  
**Theory Hours this week: 3.6**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
M/C Theory 2.2 hours  Ped Theory 1.4 hours	Review of Maternal Child concepts/Final Exam		*Lecture *Discussion *PowerPoint Presentations *Small group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	Leifer Chapter End of Chapter Questions Quiz/Exam Case Studies Virtual Excursions Plan of Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 1**

**Unit Title: Care of Preoperative and Intraoperative Surgical Clients**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	<ol style="list-style-type: none"> <li>1. Discuss the advantages of current technological advances in surgery</li> <li>2. Identify the types of clients most at risk for surgical complications, and state why each client is at risk</li> <li>3. Explain the preparation of clients physically, emotionally, and psychosocially for surgical procedures</li> <li>4. Plan and implement client and family teaching to prevent postoperative complications</li> <li>5. Analyze the differences in the various types of anesthesia and list the advantages and disadvantages to the surgeon and the client</li> <li>6. Compare the roles of the scrub nurse and the circulating nurse</li> </ol>	<ol style="list-style-type: none"> <li>I. Technological Advances in Surgery               <ol style="list-style-type: none"> <li>A. Autologous Blood for Transfusion</li> <li>B. Bloodless Surgery</li> </ol> </li> <li>II. Nursing Management Perioperative               <ol style="list-style-type: none"> <li>A. Assessment</li> <li>B. Commonly Ordered Preoperative Laboratory Tests</li> <li>C. General Preoperative Teaching</li> <li>D. Nursing Process</li> <li>E. Consents</li> </ol> </li> <li>III. Immediate Preoperative Care</li> <li>IV. Intraoperative Care               <ol style="list-style-type: none"> <li>A. Surgical Team</li> <li>V. Anesthesia</li> <li>VI. Potential Intraoperative Complications</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 4 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Perform a thorough nursing assessment for a preoperative client</li> <li>2. Teach the client postoperative exercises during the perioperative period</li> <li>3. Prepare a client for surgery using a preoperative checklist</li> <li>4. Administer preoperative medications</li> <li>5. Document preoperative care and assessment data</li> <li>6. Observe during a clients surgery</li> <li>7. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 2**

**Unit Title: Care of Postoperative Surgical Clients**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	<ol style="list-style-type: none"> <li>1. Describe the care of the client in the postanesthesia care unit</li> <li>2. Identify points the PACU nurse should cover in report to the floor nurse</li> <li>3. Formulate a plan of care for a postoperative client returning from the PACU</li> <li>4. Determine assessment factors for each potential postoperative complication</li> <li>5. Prepare the surgical client for discharge</li> </ol>	<ol style="list-style-type: none"> <li>I. Immediate Postoperative Care               <ol style="list-style-type: none"> <li>A. Nursing Management                   <ol style="list-style-type: none"> <li>1. Prevent Injury</li> <li>2. Prevent Infection</li> <li>3. Maintain Fluid Balance and Elimination</li> <li>4. Promote Comfort</li> <li>5. Promote Rest and Activity</li> <li>6. Promote Wound Healing</li> </ol> </li> <li>B. Prevent Postoperative Complications                   <ol style="list-style-type: none"> <li>1. Wound Infection</li> <li>2. Hemorrhage and Shock</li> <li>3. Dehiscence or Evisceration</li> <li>4. malignant Hyperthermia</li> </ol> </li> <li>II. Discharge Planning                   <ol style="list-style-type: none"> <li>A. Wound Care</li> <li>B. Pain Management</li> </ol> </li> <li>III. community Care</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p>Methods of Evaluation</p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 5 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Identify how to promote adequate ventilation of the lungs during recovery from anesthesia in the PACU</li> <li>2. Prepare to perform an immediate postoperative assessment when a client returns to the nursing unit</li> <li>3. Apply interventions to prevent postoperative complications</li> <li>4. Assess for postoperative pain and provide comfort measures and pain relief</li> <li>5. Promote early ambulation and return to independence in activities of daily living</li> <li>6. Perform discharge teaching necessary for postoperative home self-care</li> <li>7. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 3**

**Unit Title: The Neurologic System**  
**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	1. Define particular problems of the nervous system 2. Discuss the differences in the action of the sympathetic and parasympathetic nervous system 3. Identify four specific ways in which a nurse can contribute to preventing neurological disorders 4. State the appropriate preparation and post procedure care for clients undergoing lumbar puncture, electroencephalogram, and radiologic studies of the brain and cerebral vessels 5. Become familiar with the techniques used for assessment of the nervous system 6. Compare and contrast the various signs and symptoms of nervous system disorders	I. Overview of Anatomy and Physiology of the Neurologic System A. Organized B. Protected C. Conduct Impulses D. Changes associated with Aging II. Causative Factors Involved in Neurologic Disorders III. Prevention of neurologic Disorders IV. Evaluation of Neurologic Status A. Cranial Nerves B. Coordination and Balance C. Neuromuscular Function Testing D. Reflexes V. Nursing Management VI. Common Neurologic Client Care Problems A. Ineffective breathing Pattern B. Impaired Mobility C. Self-Care Deficit D. Dysphasia E. Incontinence 1. Bladder Training 2. Bowel Training F. Confusion G. Aphasia H. Sexual Dysfunction I. Psychosocial Concern J. Ineffective Family Coping	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 22 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Gather a pertinent history for a client with a nervous system problem 2. Demonstrate a “neuro” check 3. Score the neurologic status of a client with a nervous system disorder according to the Glasgow Coma Scale 4. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 3**

**Unit Title: Care of Clients with Head and Spinal Cord Injuries**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	<ol style="list-style-type: none"> <li>1. Describe the types of injuries that result from head trauma</li> <li>2. compare and contrast the signs and symptoms of subdural hematoma and epidural hematoma</li> <li>3. Explain why an epidural hematoma causes an emergency situation</li> <li>4. Discuss the type of procedure performed to relieve a subdural hematoma</li> <li>5. Illustrate the pathophysiology of increasing intracranial pressure in a client who has experienced a severe head injury</li> <li>6. Identify the reasons why an elderly person is more at risk for an intracranial bleed from a head injury</li> <li>7. Explain the possible ramifications of spinal cord injury</li> <li>8. List appropriate nursing interventions necessary to provide comprehensive care for a client who has suffered a C5 spinal cord injury</li> <li>9. Analyze the symptoms of low back pain and correlate them with their causes</li> </ol>	<ol style="list-style-type: none"> <li>I. Head Injuries               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>II. Increased Intracranial Pressure               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>III. Injuries of the Spinal Cord               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> <li>F. Rehabilitation</li> </ol> </li> <li>IV. Back Pain and Ruptured Invertebral Disk               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 23 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Teach a family member how to properly assess and care for a client who has suffered a concussion</li> <li>2. Perform a neurologic check on a client who has suffered head trauma</li> <li>3. Participate in a collaborative care planning conference for a client who has sustained a spinal cord injury</li> <li>4. Prepare a plan of teaching self-care measures to a client who suffers from low back pain</li> <li>5. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 4**

**Unit Title: Care of Clients with Disorders of the Brain**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	<ol style="list-style-type: none"> <li>1. Describe the appropriate nursing actions and observations to be carried out for a client experiencing a seizure</li> <li>2. Explain why seizure may be a consequence of a stroke, tumor, or infection of the brain</li> <li>3. Compare the subjective and objective findings of thrombotic stroke and intracerebral bleed</li> <li>4. Devise a nursing plan of care for a client who has suffered a cerebrovascular accident (CVA, Stroke)</li> <li>5. Discuss nursing actions to assist the client who has developed a complication from a cerebrovascular accident</li> <li>6. Describe subjective and objective finding indicative of a brain tumor</li> <li>7. Explain the pathophysiology behind the symptoms of a brain tumor</li> <li>8. Diagram the mechanism by which infection in the brain may cause increased intracranial pressure</li> <li>9. Recall the signs of increasing intracranial pressure from early to late signs</li> </ol>	<ol style="list-style-type: none"> <li>I. Seizure Disorders and Epilepsy               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>II. Transient Ischemic Attack               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>III. Cerebrovascular Accident               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> <li>F. Prevention</li> </ol> </li> <li>IV. Brain Tumor               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> <li>V. Bacterial Meningitis               <ol style="list-style-type: none"> <li>A. Etiology</li> <li>B. Pathophysiology</li> <li>C. Signs &amp; Symptoms</li> <li>D. Treatment</li> <li>E. Nursing Management</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 24 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Teach a teenage client recently diagnosed with epilepsy what she needs to know about her disorder and care</li> <li>2. Perform neurologic checks on a client who is admitted with a suspected CVA</li> <li>3. Devise a teaching plan for the client who has suffered a CVA and has right sided hemiplegia</li> <li>4. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 4**

**Unit Title: Care of Clients with Disorders of the Brain continued**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	10. Compare and contrast symptoms of meningitis and encephalitis 11. Explain the assessment data that differentiate migraine headaches from cluster headaches 12. Compare the signs, symptoms, and treatment of trigeminal neuralgia and Bell's palsy	VI. Viral Meningitis A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management VII. Encephalitis A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management VIII. Migraine Headaches A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management IX. Trigeminal Neuralgia A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management X. Bells Palsy A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 24 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 5**

**Unit Title: Care of Clients with Peripheral Nerve and Degenerative Neurologic Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	1. Compare and contrast the pathophysiology of Parkinson's disease and myasthenia gravis 2. Discuss treatments for Parkinson's disease 3. Describe the nursing care needed for the client with Parkinson's disease 4. Explain why multiple sclerosis might be difficult to diagnose 5. Devise a home care plan for the client with multiple sclerosis 6. Compile a nursing plan of care for the client with Guillain-Barre syndrome 7. Identify the differences between Huntington's disease and amyotrophic lateral sclerosis 8. Illustrate the signs and symptoms of myasthenia gravis 9. Compare and contrast the complications of Parkinson's disease with those of myasthenia gravis	I. Parkinsons Disease A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management II. Multiple Sclerosis A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management III. Amyotrophic Lateral Sclerosis A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management IV. Guillain-Barre Syndrome A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management V. Myasthenia Gravis A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 25 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Teach a newly diagnosed client about the medications for Parkinson's disease 2. Teach a client about the diagnostic tests that might be ordered if multiple sclerosis is suspected 3. Write a nursing plan of care for the myasthenia gravis client who is hospitalized with a respiratory infection 4. Demonstrate all previously learned skills



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 6**

**Unit Title: Care of Women with Reproductive Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	<ol style="list-style-type: none"> <li>1. Identify the female reproductive organs and their role in the overall health of the individual</li> <li>2. Describe normal physiology and age related changes in the female reproductive system</li> <li>3. Discuss common menstrual disorders and the nursing interventions</li> <li>4. Explore methods of contraception</li> <li>5. Review causes and treatment of infertility</li> <li>6. List changes associated with menopause, its treatment options, and appropriate nursing interventions</li> <li>7. Explain the screening procedures recommended for maintaining reproductive health</li> <li>8. Compare and contrast benign and malignant disorders of the female reproductive system</li> <li>9. Understand the role of robotic gynecologic surgery as an alternative to open surgery</li> <li>10. Discuss the nurses role during screening procedures, data collection, and education of women concerning reproductive health</li> </ol>	<ol style="list-style-type: none"> <li>I. Overview of Anatomy and Physiology of the Female Reproductive System</li> <li>II. Female Reproductive System               <ol style="list-style-type: none"> <li>A. Menstruation</li> <li>B. Breasts</li> <li>C. Contraception and Fertility</li> <li>D. Infertility</li> <li>E. Menopause</li> </ol> </li> <li>III. Health Promotion and Disease Prevention               <ol style="list-style-type: none"> <li>A. Health Screening and Assessments</li> <li>B. Diagnostic Tests</li> <li>C. Nursing Management</li> </ol> </li> <li>IV. Disorders of the Female Reproductive System               <ol style="list-style-type: none"> <li>A. Menstrual Dysfunctions</li> <li>B. Pelvic Relaxation Syndrome</li> <li>C. Polycystic Ovarian Syndrome</li> <li>D. Dysfunctional Uterine Bleeding</li> <li>E. Abnormal Uterine Bleeding</li> <li>F. Leiomyoma</li> <li>G. Inflammations of the Lower Genital Tract</li> <li>H. Toxic Shock Syndrome</li> <li>I. Cancer of the Reproductive Tract</li> </ol> </li> <li>V. Disorders of the Breast\               <ol style="list-style-type: none"> <li>A. Benign Disorders</li> <li>B. Breast Cancer</li> </ol> </li> <li>VI. Home Care</li> <li>V. Community Care</li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 39 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Teach techniques of breast self-examination and vulva self-examination to a client</li> <li>2. Plan the nursing care of a woman with a reproductive disorder</li> <li>3. Describe the causes of and interventions for common disorders of the female reproductive tract</li> <li>4. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 7**

**Unit Title:** Care of Men with Reproductive Disorders

**Theory Hours this week:** 4.2

**Clinical Hours this week:** 21.6 hours HCRS C216

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	1. Understand the effects of aging on the male reproductive system 2. Summarize the medical and nursing management of erectile dysfunction 3. Describe factors involved in fertility, infertility, and contraception in the male client 4. Discuss the most common diagnostic tests and examinations of the male reproductive system 5. Describe the assessment in the male reproductive system 6. Outline the pathophysiology and manifestations of common disorders of the male reproductive tract 7. Evaluate the plan of care for a client with a disorder of the male reproductive tract 8. Identify the psychological and emotional impact of disorders of the male reproductive tract 9. Understand the role of drug therapy in disorders of the male reproductive tract	I. Overview of Anatomy and Physiology of the Male Reproductive System II. Male Reproductive System A. Fertility B. Contraception 1. Reversible 2. Permanent III. Disorders of the Male Reproductive System A. Erectile Dysfunction B. Ejaculation Disorders C. Infertility D. Hydrocele E. Varicocele F. Testicular Torsion G. Proapism H. Peyronies Disease I. Benign Prostatic Hyperplasia J. Inflammations and Infections of the Male Reproductive Tract 1. Epididymitis 2. Orchitis 3. Prostatitis	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 40 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Teach a client about the procedure for a prostate biopsy 2. Outline a nursing plan of care for a client with prostate cancer 3. Devise a teaching plan for testicular examination for young adult men 4. Prepare materials describing treatment to a client experiencing erectile dysfunction 5. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 7**

**Unit Title: Care of Men with Reproductive Disorders continued**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	10. Compare and contrast four types of surgical treatments for benign prostatic hyperplasia (BPH) 11. Diagram the preoperative and postoperative nursing care of a client with BPH 12. Discuss inflammations of the male reproductive system and their treatment 13. Illustrate the patient teaching involved for early detection of testicular and prostate tumors 14. Describe the nursing care of a client with prostate cancer	K. Cancer of the Male Reproductive Tract 1. Cancer of the Penis 2. Testicular Cancer 3. Prostate Cancer IV. Community Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 40 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 8**

**Unit Title: Care of Clients with Sexually Transmitted Infections**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	1. State the signs and symptoms of common sexually transmitted infections 2. Discuss the danger of contracting human papillomavirus (HPV) and preventive measures 3. Explain the procedure for the various tests for STI's 4. Describe the treatment of common STI's their prevention, and the resources available to those who need information and STI's 5. Compare the symptoms of gonorrhea in male and female clients 6. List the ays in which human immunodeficiency virus (HIV) is transmitted 7. Identify the three stages of syphilis and discuss prevention, treatment, and complications 8. Discuss the nurses role in preventing, identifying, reporting and treating common STI's.	I. Common Infections of the Female Reproductive Tract A. Pelvic Inflammatory Disease B. Candidiasis C. Bacterial Vaginosis II. Risk Factors for Transmission of STI's A. Prevention of Human Papillomavirus B. Lesions of Sexually Transmitted Infections C. Reporting III. Transmission of STI's IV. Common Sexually Transmitted Infections A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management V. Community Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 41 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Devise a teaching plan for the client who has experienced a first incidence of genital herpes 2. Instruct a female client on ways to prevent contracting or transmitting HIV 3. Teach a female client and a male client ways to prevent STI's 4. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 9**

**Unit Title: Care of Clients during Disaster’s, Bioterrorism Attacks and Pandemic Infections**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	<ol style="list-style-type: none"> <li>1. Analyze differences between an emergency situation and a disaster</li> <li>2. Discuss an emergency preparedness plan for a health care facility</li> <li>3. Compare the stages of psychological response that occur with a disaster</li> <li>4. Compare and contrast the parameters used in the triage system for victims after a disaster versus the routine triage that occurs in hospital emergency departments</li> <li>5. Identify responsibilities and duties of the nurse in the care of disaster victims</li> <li>6. Explain safety measures to be employed for a chemical emergency</li> <li>7. Demonstrate knowledge of measures to be taken in the event of a nuclear disaster</li> <li>8. Explain warning signs that suggest a bioterrorism attack has occurred</li> </ol>	<ol style="list-style-type: none"> <li>I. Disaster Preparedness and Response</li> <li>II. Community Preparedness               <ol style="list-style-type: none"> <li>A. Fire</li> <li>B. Earthquake</li> <li>C. Tornado, Hurricane, Flood</li> </ol> </li> <li>III. Hospital Preparedness</li> <li>IV. Psychological Responses to Disaster</li> <li>V. Triage</li> <li>VI. Food and Water Safety</li> <li>V. Preparing for Chemical, Nuclear, or Biologic Disasters               <ol style="list-style-type: none"> <li>A. Chemical Disaster</li> <li>B. Nuclear Disaster</li> <li>C. Biologic Disaster                   <ol style="list-style-type: none"> <li>1. Anthrax</li> <li>2. Plague</li> <li>3. Smallpox</li> <li>4. Tularemia</li> <li>5. Viral Hemorrhagic Fever</li> </ol> </li> <li>VI. Pandemic Influenza Infection</li> </ol> </li></ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 44 End of Chapter Questions Quiz/Exam Case Studies Disaster Plan	HCRS C216	<ol style="list-style-type: none"> <li>1. Participate in a disaster drill</li> <li>2. Teach a group of adults how to prepare safe water after a disaster has disrupted the water supply</li> <li>3. Identify the measures you would take for your own safety when assisting others after a disaster has occurred</li> <li>4. Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 9**

**Unit Title:** Care of Clients during Disaster's, Bioterrorism Attacks and Pandemic Infections continued

**Theory Hours this week:** 4.2

**Clinical Hours this week:** 21.6 hours HCRS C216

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	9. Differentiate the signs and symptoms of the various agents that could be used for a terrorist attack 10. Synthesize the importance of debriefing of health care personnel after a disaster		*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 44 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 10**

**Unit Title: Care of Clients with Trauma or Shock**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/hours	<ol style="list-style-type: none"> <li>List the basic principles of first aid</li> <li>Summarize the importance of mechanism of injury and index of suspicion in caring for clients with traumatic injury</li> <li>State the key components of assessing a trauma client</li> <li>Discuss prevention of injuries from extremes of heat and cold</li> <li>Describe specific interventions in the emergency care of accidental poisoning by ingestion and inhalation</li> <li>Describe emergency care of victims of insect stings, tick bites, and snakebites</li> <li>Review the appropriate nursing actions and care needed for the client who has experienced a respiratory or cardiac arrest</li> <li>Identify signs and symptoms of shock</li> <li>Compare and contrast the treatment of cardiogenic, hypovolemic, and neurogenic shock</li> </ol>	<ol style="list-style-type: none"> <li>Prevention of Accidents</li> <li>Emergency Care</li> <li>Metabolic Emergencies</li> <li>Injuries caused by Extreme Heat and Cold</li> <li>Poisoning</li> <li>Bites and Stings</li> <li>Electric Shock and Burns</li> <li>Choking Emergencies</li> <li>Cardiopulmonary Resuscitation</li> <li>Shock               <ol style="list-style-type: none"> <li>Hypovolemic</li> <li>Cardiogenic</li> <li>Obstructive</li> <li>Distributive</li> <li>Anaphylactic</li> <li>Neurogenic</li> <li>Sepsis and Septic Shock</li> </ol> </li> <li>Psychological and Social emergencies               <ol style="list-style-type: none"> <li>Domestic Violence and Abuse                   <ol style="list-style-type: none"> <li>Child Abuse</li> <li>Elder Abuse</li> <li>Combative Client</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 45 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>Observe how the triage nurse in the emergency department sets priorities for client care</li> <li>Observe how the emergency team works together on a major accident victim</li> <li>Role play with fellow students, practicing techniques to calm a combative client</li> <li>Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 11**

**Unit Title: Care of Clients with Anxiety, Mood, and Eating Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	<ol style="list-style-type: none"> <li>1. Analyze the significance of anxiety in the general adult population</li> <li>2. Compare and contrast normal anxiety disorders</li> <li>3. Describe the signs and symptoms and treatment for anxiety disorders</li> <li>4. Discuss assessment, nursing diagnoses, and nursing interventions for clients with anxiety disorders</li> <li>5. Discuss the variances of normal mood and discuss mood alterations that become debilitating</li> <li>6. Discuss assessment, nursing diagnoses, and nursing interventions for clients with bipolar disorder and major depressive disorder</li> <li>7. Summarize factors that are essential when assessing a suicidal client</li> <li>8. Analyze the impact of family, peer, and media pressure on clients with eating disorders</li> <li>9. Discuss assessment, nursing diagnoses, and nursing interventions for clients with eating disorders</li> </ol>	<ol style="list-style-type: none"> <li>I. Anxiety and Anxiety Disorders               <ol style="list-style-type: none"> <li>A. Generalized Anxiety Disorder</li> <li>B. Phobic Disorder</li> <li>C. Obsessive-Compulsive Disorder</li> <li>D. Post-Traumatic Stress Disorder</li> <li>E. Diagnosis of Anxiety Disorders</li> <li>F. Treatment of Anxiety Disorders                   <ol style="list-style-type: none"> <li>1. Nursing Management</li> </ol> </li> </ol> </li> <li>II. Mood Disorders               <ol style="list-style-type: none"> <li>A. Bipolar Disorder</li> <li>B. Major Depressive Disorder</li> <li>C. Treatment of Mood Disorders                   <ol style="list-style-type: none"> <li>1. Nursing Management</li> </ol> </li> </ol> </li> <li>III. Suicidal Clients               <ol style="list-style-type: none"> <li>A. Nursing Management</li> </ol> </li> <li>IV. Eating Disorders               <ol style="list-style-type: none"> <li>A. Anorexia Nervosa</li> <li>B. Bulimia Nervosa</li> <li>C. Treatment of Eating Disorders                   <ol style="list-style-type: none"> <li>1. Nursing Management</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 46 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>1. Watch the movie “As Good as it Gets” and discuss behaviors that are debilitating for the main character</li> <li>2. Implement a teaching plan for a client with a mood disorder to increase medication compliance</li> <li>3. Identify at least six interventions for the nursing diagnosis: Risk for self-directed violence related to suicidal ideations</li> <li>4. Demonstrate all previously learned skills</li> </ol>



**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 11**

**Unit Title: Care of Clients with Substance Abuse Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	<ol style="list-style-type: none"> <li>Summarize the significance of substance use disorders in the general adult population</li> <li>List the diagnostic criteria included in the medical diagnosis of substance abuse disorder</li> <li>Identify the physical, behavioral, and psychological indicators of substance use disorder</li> <li>Discuss the significance of denial and rationalization in substance use disorder</li> <li>Analyze the effects of substance use disorders on family and friends</li> <li>Discuss symptoms and complications of withdrawal from alcohol</li> <li>Identify at least six nursing interventions appropriate for a client with a substance use disorder</li> </ol>	<ol style="list-style-type: none"> <li>Substance and Alcohol Abuse               <ol style="list-style-type: none"> <li>Signs and Symptoms</li> <li>Effects on Family and Friends</li> </ol> </li> <li>Disorders Associated with Substance Abuse               <ol style="list-style-type: none"> <li>Alcohol Abuse                   <ol style="list-style-type: none"> <li>Symptoms of Intoxication and Withdrawal</li> <li>Diagnosis</li> <li>Treatment</li> <li>Complications</li> </ol> </li> </ol> </li> <li>Abuse of other Central Nervous System Depressants               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Abuse of Opiates               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Abuse of Stimulants               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Abuse of Nicotine               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Abuse of Cannabis               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Abuse of Hallucinogens and Inhalants               <ol style="list-style-type: none"> <li>Treatment</li> </ol> </li> <li>Community Care               <ol style="list-style-type: none"> <li>Nursing Management</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> </ul> <p>Methods of Evaluation</p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	deWit Chapter 47 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	<ol style="list-style-type: none"> <li>Contribute to a teaching plan for a community presentation on smoking cessation</li> <li>Review a plan of care with at least three nursing diagnoses and five nursing interventions per diagnosis for a client who is at risk for alcohol withdrawal</li> <li>Devise a plan of care with at least three nursing diagnoses and five nursing interventions per diagnosis for a client who is taking central nervous system stimulants</li> <li>Demonstrate all previously learned skills</li> </ol>

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 12**

**Unit Title: Care of Clients with Cognitive Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	1. Discuss the incidence and significance of cognitive disorders in the elderly population 2. Compare and contrast the etiology and symptoms of delirium (acute) and dementia (chronic) 3. Describe the signs and symptoms of Alzheimer's disease in relation to the three stages: (1) preclinical Alzheimer's disease (2) mild cognitive impairment due to Alzheimer's disease and (3) dementia due to Alzheimer's disease 4. Choose appropriate nursing interventions for the care of clients with Alzheimer's disease 5. Identify the assessment skills that are necessary to accurately monitor a cognitive disorder 6. Identify nursing interventions that can be used to assist the family and friends of clients who have cognitive disorders	I. Overview of Cognitive Disorders A. Delirium B. Dementia C. Substance Induced Delirium D. Alzheimer's Disease 1. Etiology 2. Pathophysiology 3. Signs & Symptoms 4. Treatment 5. Nursing Management E. Vascular Dementia F. Aids Dementia Complex II. Complementary and Alternative Therapies III. Community Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 48 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Devise a plan of care with at least six interventions for a client who is confused and disoriented 2. Implement a teaching plan for a family member who is caring for an elderly parent with Alzheimer's disease in the family home 3. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 12**

**Unit Title: Care of Clients with Thought and Personality Disorders**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.1/ hours	1. Discuss the incidence of thought disorders in the general population 2. Describe the signs and symptoms of schizophrenia 3. Identify at least four nursing diagnoses and the major nursing interventions that would be appropriate for a client with a thought disorder 4. Compare and contrast behaviors for each of the various personality disorders 5. Choose at least four nursing diagnoses and the major nursing interventions that would be appropriate for a client with borderline personality disorder 6. Illustrate how the nurse can identify and modify personal feelings that can occur when caring for a client with borderline personality disorder 7. Analyze your personal feelings related to caring for clients with manipulative behaviors	I. Overview of Thought Disorders II. Schizophrenia A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management III. Overview of Personality Disorders A. Borderline Personality Disorder A. Etiology B. Pathophysiology C. Signs & Symptoms D. Treatment E. Nursing Management IV. Community Care	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter 49 End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Watch the movie "A Beautiful Mind" and develop a teaching plan to help the wife understand the husband's bizarre and erratic behavior 2. Develop a plan of care with at least six nursing interventions for a client who is paranoid and suspicious 3. Write a plan of care with a t least six nursing interventions for a client who is manipulative 4. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 13**

**Unit Title: Case Studies/Scenarios**  
**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	1. Identifies the primary nursing diagnosis 2. Implements client safety measures 3. Implements and Evaluates assessment information 4. Identifies Metabolic imbalances as evidenced by lab values 5. Implements therapeutic Communication 6. Implements direct communication with multidisciplinary team members 7. Demonstrates effective teamwork 8. Prioritizes and implements Physician Orders appropriately	I. Postoperative Hemicolectomy with Pulmonary Embolism II. Postoperative Hip Arthroplasty with Blood Transfusion Reaction III. Acute Severe Asthma IV. Chronic Obstructive Pulmonary Disease with Spontaneous Pneumothorax V. Immediate Postoperative Abdominal Hysterectomy with nausea	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 14**

**Unit Title: Case Studies/Scenarios continued**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	1. Identifies the primary nursing diagnosis 2. Implements client safety measures 3. Implements and Evaluates assessment information 4. Identifies Metabolic imbalances as evidenced by lab values 5. Implements therapeutic Communication 6. Implements direct communication with multidisciplinary team members 7. Demonstrates effective teamwork 8. Prioritizes and implements Physician Orders appropriately	I. Acute Myocardial Infarction II. Diabetic – Hypoglycemia III. Diabetic Insulin Administration IV. Lower Leg Fracture with Compartment Syndrome V. Preoperative Bowel Obstruction with Fluid and Electrolyte Imbalance	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Chapter End of Chapter Questions Quiz/Exam Case Studies Plan on Care	HCRS C216	

**Cerro Coso Community College Kern River Valley Campus**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C205 Medical Surgical Nursing III**  
**Instructional Plan: Semester 3 Week 15**

**Unit Title: Final**

**Theory Hours this week: 4.2**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
4.2/ hours	I. Review of 3 <sup>rd</sup> Semester Final Exam		*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan  Methods of Evaluation *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking	deWit Final Exam	HCRS C216	1. Demonstrate all previously learned skills

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 1**

**Unit Title: The Importance of Critical Thinking**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	1. Define critical thinking 2. Discuss the importance of developing critical thinking skills 3. Display the skills of a creative thinker 4. Using critical thinking skills analyze the Case Studies presented	I. What is Critical Thinking A. Applied to Nursing B. Creative Thinking 1. Brainstorming 2. Focus and Let Go 3. Refine Ideas and Follow Through C. Critical Thinking 1. Practice Tolerance 2. Understand before Criticizing 3. Ask Questions 4. Change	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 6 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 2**

**Unit Title: Leadership and Management as a Professional Concept**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	1. Clarify the difference between leadership and management as to purpose and function 2. Identify the importance of an informal leader in an organization 3. Describe how people become aware of and develop leadership and management traits 4. Clarify the current role of a LVN in leadership[ and management with a historical perspective 5. Describe the four most common leadership styles and how they relate to Maslow’s hierarchy of needs and Watson’s science of human caring 6. Using critical thinking skills analyze the Case Studies presented	I. Leadership vs Management A. Formal Leader B. Informal Leader C. Management II. Leadership Styles A. Autocratic Leader B. Democratic Leader C. Laissez-Faire Leader D. Multicratic or Participative Leader	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 9 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting



**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 3**

**Unit Title: Communication Skills in Leadership and Management**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	1. Define effective communication 2. Discuss four basic communication skills that can be used successfully in the workplace 3. List seven communication principles appropriate for the clinical setting 4. Define failed communication 5. Compare and contrast passive, assertive, aggressive, and passive-aggressive communication 6. Explain the right of a Nurse to say "No" 7. List two components of a good memo and an effective meeting 8. Using critical thinking skills analyze the Case Studies presented	I. Listening Skills II. Nonverbal Communication III. Negative or Hostile Communication IV. Communication in the clinical Setting V. Failed Communication A. Feedback B. Communication Blocks VI. Assertive Communication VII. Other Forms of Communication	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 10 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 4**

**Unit Title: Welcome to Conflict**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. Define conflict and its advantages to an organization 2. Describe the common causes of conflict 3. Share two scenarios that clarify the role of the LVN in conflict management 4. List the four transactional analysis approaches to conflict management, and describe an example of each 5. Define the “white-out” technique for dealing with anger 6. List the main rules for meaningful negotiation 7. Using critical thinking skills analyze the Case Studies presented	I. How Conflict Occurs A. Competitive or Opposing Actions B. Mental Struggle C. Hostile Encounters II. Causes of Conflict A. Unclear Roles B. Desire for Scarce Resources C. Distancing and Unifying Mechanisms D. Perceived or Felt Conflict E. Unresolved Conflict III. Role of LVN IV. Transactional Approach to Conflict Management A. Win-Lose B. Win-Yield C. Lose-Lose D. Win-Win V. Other Important Skills A. Negotiation B. Managing Anger	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 14 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 4 continued**

**Unit Title: Dealing with Chaos**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. Define chaos theory and the strange attractor principle 2. List the three rules of delegation 3. Describe the effective use of delegation in clinical environments 4. Using critical thinking skills analyze the Case Studies presented	I. Chaos Theory A. Clinical Chaos B. Attractor Concept II. Strange Attractor III. Delegation A. Rules	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 15 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 5**

**Unit Title: Ethics and Law in Nursing Management**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. Discuss the differences between the words ethical and legal 2. Describe the importance of the nurse practice act and its governing body , the state board of nursing 3. Define statutory law, common law, criminal law, and civil law 4. Describe how the following legal principles apply to nursing practice: duty to seek medical care for the client, confidentiality, permission to treat, informed consent, defamation of character, assault and battery, false imprisonment, advance directives, negligence, malpractice, and fraud 5. Using critical thinking skills analyze the Case Studies presented	I. Personal Values II. Ethical Theories A. Deontology B. Utilitarian III. Legal Issues IV. Nurse Practice Act V. Understanding the Law A. Statutory Law B. Common Law C. Institutional Policies and Procedures D. Criminal Law E. Civil Law VI. Legal Issues Specific to Nursing A. Duty to Seek Medical Care for the Client B. Confidentiality C. Permission to Treat D. Informed Consent E. Defamation of Character F. Advance Directives G. Negligence H. Malpractice I. Assault and Battery J. False Imprisonment VII. Safeguards for Preventing a Lawsuit	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 16 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 5 continued**

**Unit Title: Understanding Use of Power**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. Discuss positive and negative approaches to the use of power 2. Differentiate between the common sources of power 3. Identify effective power-based strategies for the LVN 4. Describe and differentiate empowerment for self and others 5. List five characteristics of powerlessness in people and describe possible interventions 6. Using critical thinking skills analyze the Case Studies presented	I. What is Power II. Types of Power A. Expert B. Reward C. Coercion D. Information E. Legitimate F. Referent II. Power and the Role of the LVN III. Positive and Negative Uses of Power IV. Empowerment A. Empowering Self B. Supporting Self-Empowerment in Others V. Powerlessness	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 17 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 6**

**Unit Title: Motivating Employees**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. Describe the negative impact of labeling on motivation 2. Identify the characteristics in nursing of oppressed group behavior and codependent relationships 3. Define David McGregor's theory X and theory Y and the meaning it has for the manager 4. List the characteristics of the two factors in Fredrick Herzberg's theory of motivation and indicate the importance of each factor 5. Discuss the importance of a nurse's responsibility for motivation of the profession 7. Using critical thinking skills analyze the Case Studies presented	I. Maslow's Hierarchy of Needs Revisited II. Oppressed Group Behavior A. Horizontal Hostility B. Belief in Lesser Value C. Belief in Superiority of Decisions D. Codependency III. Theories of Motivation A. McGregor's Theory X and Theory Y B. Herzberg's Two Factor Theory 1. Hygiene Factors 2. Motivator Factors IV. Creating a Motivating Environment	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 18 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 6 continued**

**Unit Title: Team Building**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
1.0 Leadership .5 Critical Thinking	1. State the importance of teamwork in the current healthcare delivery system 2. List five of the eight characteristics of a high performance team 3. Briefly discuss the four stages of team development 4. Define group norms and list three functional group norms and three dysfunctional group norms 5. Using critical thinking skills analyze the Case Studies presented	I. Understanding Characteristics of a Team A. Clear and Elevating Goal B. Results Driven Structure C. Competent Team Members D. Unified Commitment E. Collaborative Climate F. Standards of Excellence G. External Support and Recognition H. Principles Leadership II. Stages of Team Development A. Forming B. Storming C. Norming D. Performing III. Group Norms A. Functional Behaviors B. Dysfunctional Behaviors C. Managerial Feedback and Support D. LVN Role IV. Understanding the Value of Team Concepts	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 19 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 7**

**Unit Title: Making Assignments, Counseling, and Analyzing Performance**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	1. Discuss at least three aspects of delegation 2. Identify specific ways to support the empowerment of staff members 3. Describe appropriate content and documentation for a counseling session 4. Discuss the process and content of progressive discipline 5. Describe performance analysis and how it may be used in the work environment 6. Using critical thinking skills analyze the Case Studies presented	I. Leader, Manager or Both II. Making Assignments A. Identifying Tasks B. Assessing Client Needs C. Empowering Environment III. Sharing Information A. System of Accountability IV. Coaching A. Energizing B. Positive Reinforcement 1. Informal 2. Formal C. Teaching and Counseling 1. Session content 2. Session Documentation D. Disciplining V. Performance Analysis A. Need for B. Pitfalls C. Components of Performance Analysis D. Performance Plan for Improvement	*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	Anderson Chapter 20 End of Chapter Questions Quiz/Exam Case Studies	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting



**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 8**

**Unit Title: NCLEX Review**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	1. Complete Kaplan NCLEX assessment exam 2. Analyze responses using critical thinking skills		*Lecture *Discussion *PowerPoint Presentations *Small Group Assignments *NCLEX Questions *Study Guide *Videos *Kaplan *Case Studies  Methods of Evaluation *Testing *Group Discussions *Case Studies *Group Presentations *Role Playing *Critical Thinking	NCLEX Assessment Exam	HCRS C216	1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting

**Cerro Coso Community College Kern River Valley Campus  
Vocational Nursing Program**

**Curriculum Content – HCRS C208 Critical Thinking and Leadership for the Vocational Nurse**

**Instructional Plan: Semester 3 Week 9**

**Unit Title: Final Review**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 21.6 hours HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.0 Leadership 1.0 Critical Thinking	<ol style="list-style-type: none"> <li>1. Review all previous objectives</li> <li>2. Review NCLEX pre-exam results</li> <li>3. Complete application process</li> </ol>		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*PowerPoint Presentations</li> <li>*Small Group Assignments</li> <li>*NCLEX Questions</li> <li>*Study Guide</li> <li>*Videos</li> <li>*Kaplan</li> <li>*Case Studies</li>   <li>Methods of Evaluation</li> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> </ul>	Final Exam BVNPT Application	HCRS C216	<ol style="list-style-type: none"> <li>1. Demonstrate ability to apply critical thinking skills to all scenarios in the clinical setting</li> </ol>

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 1**

**Unit Title: Introduction**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
0.20 hrs	1. Identify course textbook, assignments, activities, policies, and testing and grading procedures for course.	Introduction and overview A. Course expectations B. Level objectives	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Syllabus Student Handbook		

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 1 continued**

**Unit Title: Review of Math**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
2.8 hrs	1. Describe four measuring systems that can be used in drug therapy 2. Convert between different measuring systems when given drug orders and available forms of the drugs 3. Calculate the correct dose of a drug when given examples of drug orders and available forms of the drugs ordered	Dosage Calculations A. Measuring systems B. Conversion between systems C. Calculating doses	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 6 Study Guide  Pickar Dosage & Solutions Study Guide  Kaplan Math Review Module		

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 2**

**Unit Title: Pediatric Dosages and Calculations**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

<b>Curriculum Content/Hrs</b>	<b>Theory Objectives</b>	<b>Content Outline</b>	<b>Methods of Instruction</b>	<b>Assignments</b>	<b>Clinical Hours</b>	<b>Skills Lab/Clinical Objectives</b>
3.0 hours	1. Convert pounds to kilograms 2. Apply body weight dosage calculations to patients across the life span 3. Determine whether the ordered dose is safe to administer 4. Calculate pediatric IV maintenance fluids 5. Identify appropriate nursing assessments, nursing interventions and evaluations for pediatric clients receiving medications.	I. Administering medications to pediatric clients A. Routes of administration B. Calculating body weight in kilograms a. Single dose drugs b. Single dose range drugs c. Routine drugs d. Daily dose range drugs e. Under dosage C. Combination drugs D. Body Surface Area (BSA) Method E. Body Surface Area dosage calculations F. Pediatric Volume Control Sets G. Calculation of Daily Volume for Maintenance Fluids for the Pediatric Client	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Pickar Chapter 13 Chapter 16 Study Guide		1. Calculate accurately a body weight dosage 2. Calculate and administer all medications for the pediatric client

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 3**

**Unit Title: Drugs used in Obstetrics**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hrs	1. Describe nursing assessments and nursing interventions needed for the pregnant patient during the first, second and third trimesters of pregnancy 2. Identify appropriate nursing assessments, nursing interventions, and treatment options used for the following obstetric complications: infection, hyperemesis gravidarum, miscarriage, abortion, preterm labor, premature rupture of membrane, gestational diabetes and pregnancy induced hypertension 3. State the methods and time parameters of each approach to the termination of a pregnancy 4. Summarize the care needs of the pregnant woman during labor and delivery and the immediate postpartum period including the patient education needed before discharge to promote safe self-care and care of the newborn 5. State the purpose of administering glucocorticoids to certain women in preterm labor	I. Nursing Process for Obstetrics A. Assessment a. Prenatal Visit b. Nutritional History c. Elimination Pattern d. Psychosocial Culture History e. Medication History f. Physical Examination g. During first, second and third trimester h. Pregnant client at risk i. During normal labor and delivery B. Planning C. Implementation a. Prenatal b. Complications of Pregnancy c. Preterm Labor d. Premature rupture of membranes e. Gestational diabetes f. Pregnancy induced hypertension g. Termination of pregnancy h. Normal labor and delivery i. Immediate neonatal care j. Postpartum care D. Patient Education and Health Promotion II. Uterine Stimulants A. Drug Therapy a. Uses i. Induction of labor ii. Augmentation of labor iii. Postpartum atony and hemorrhage iv. Therapeutic abortion	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 40 Study Guide  Drug Cards		1. Calculate and administer accurately all medications for the obstetric client

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 4**

**Unit Title: Drugs used in Obstetrics continued**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outlin	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hours	<p>6. State the actions, primary uses, nursing assessments, and monitoring parameters for uterine stimulants, uterine relaxants, clomiphene citrate, magnesium sulfate, and Rh0(D) immune globulin</p> <p>7. Compare the effects of uterine stimulants and uterine relaxants on a pregnant woman's uterus</p> <p>8. Describe specific nursing concerns and appropriate nursing actions when uterine stimulants are administered for induction of labor, augmentation of labor, and postpartum atony and hemorrhage</p> <p>9. Cite the effects of adrenergic agents on beta-1 and beta-2 receptors, and then identify the relationship of these actions to the serious adverse effects to report when adrenergic agents are used to inhibit preterm labor</p> <p>10. Describe specific assessments needed before and during the use of terbutaine or magnesium sulfate therapy</p> <p>11. Identify what tocolysis means and what the nursing responsibilities are related to the management of preterm labor</p>	<p>B. Dinoprostone</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p> <p>C. Misoprostol</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p> <p>D. Methylergonovinr maleate</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p> <p>E. Oxytocin</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p> <p>III. Uterine Relaxants</p> <p>A. Magnesium Sulfate</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p> <p>B. Terbutaline Sulfate</p> <p>a. Actions</p> <p>b. Uses</p> <p>c. Therapeutic Outcomes</p> <p>d. Nursing Process</p>	<p>Lecture</p> <p>Discussion</p> <p>PowerPoint</p> <p>Presentations</p> <p>Small group assignments</p> <p>NCLEX Questions</p> <p>Videos</p> <p>Kaplan</p>	<p>Clayton</p> <p>Chapter 40</p> <p>Study Guide</p> <p>Drug Cards</p>		

**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 5**

**Unit Title: Drugs Used in Men’s and Women’s Health**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0 hrs	1. Identify common organisms known to cause leucorrhea 2. Cite the generic and brand names of products used to treat <i>Candida albicans</i> , <i>Trichomonas vaginalis</i> , and <i>Gardnerella vaginalis</i> . 3. Review specific techniques for administering vaginal medications 4. Develop a plan for teaching self-care to women and men with sexually transmitted diseases. Include personal hygiene measures, medication administration, methods of pain relief, and prevention of spread of infection or reinfection. 5. Discuss specific interviewing techniques that can be used to obtain a history of sexual activity 6. Compare the active ingredients in the two types of oral contraceptive agents 7. Differentiate between the actions and the benefits of the combination pill and the minipill	I. Vaginitis A. Drug Therapy for Leukorrhea and Genital Infections B. Assessment a. Female Reproductive History b. Male Reproductive History c. History of Current Symptoms d. Medication History e. Psychosocial f. Laboratory and Diagnostic Tests g. Physical Exam C. Planning D. Implementation E. Patient Education and Health Promotion a. Instructions for Adolescents b. Instructions for Women c. Instructions for Men d. Instructions for Women and Men e. Medications f. Health Maintenance g. Written Record II. Drug Therapy for Contraception A. Oral Contraceptives a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process B. Transdermal Contraceptives a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process c. Therapeutic Outcomes d. Nursing process	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 41 Study Guide  Drug Cards		



**Cerro Coso Community College KRV**  
**Vocational Nursing Program**  
**Curriculum Content – HCRS C207 Advanced Pharmacology**  
**Instructional Plan: Semester 3 – Week 6**

**Unit Title: Drugs Used in Men’s and Women’s Health continued**

**Theory Hours this week: 3.0**

**Clinical Hours this week: 0.0**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
3.0	8. Describe the major adverse effects and contraindications to the user of oral contraceptive agents 9. Develop specific patient education plans to be used to teach a patient to initiate oral contraceptive therapy with the combination pill and the minipill 10. Identify the patient teaching necessary with the administration of the transdermal contraceptive and the intravaginal hormonal contraceptive 11. Describe pharmacologic treatments of benign prostatic hyperplasia 12. Describe the pharmacologic treatment of erectile dysfunction.	C. Intravaginal Hormonal Contraceptive a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process II. Benign Prostratic Hyperplasia A. Alpha-1m Adrenergic Blocking Agents a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process B. Antiandrogen Agents a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process III. Erectile Dysfunction A. Posphodiesterase Inhibitors a. Actions b. Uses c. Therapeutic Outcomes d. Nursing Process	Lecture Discussion PowerPoint Presentations Small group assignments NCLEX Questions Videos Kaplan	Clayton Chapter 40 Study Guide  Drug Cards  NCLEX Questions Due		1. Provide educational information to the client seeking birth control methods

**Vocational Nursing Program –Kern River Valley Campus  
Curriculum Content – HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Week: 1**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 2**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a detailed client information sheet on assigned clients</li> <li>2. Complete Drug Cards on all medications to be given on assigned clients</li> </ol>	Skills Lab 2.0 hours  Clinical 21.6 hours	<p><b>Skills Lab</b> Practice all previously learned skills</p> <p><b>Clinical Setting</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Professional conduct at all times</li> <li>2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications</li> <li>3. Demonstrate responsibility for the care of assigned clients</li> <li>4. Demonstrate effective communication skills with clients, staff, peers, and instructors</li> <li>5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care</li> <li>6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe</li> <li>7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients</li> <li>8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy</li> </ol>

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 3**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 4**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 5**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 6**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Week: 7**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy



**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 8**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 9**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 10**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Week: 11**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 12**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Week: 13**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 14**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Week: 15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing  See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a detailed client information sheet on assigned clients 2. Complete Drug Cards on all medications to be given on assigned clients	Skills Lab 2.0 hours  Clinical 21.6 hours	<b>Skills Lab</b> Practice all previously learned skills  <b>Clinical Setting</b> 1. Demonstrate Professional conduct at all times 2. Demonstrate progressive learning skills interrelating theory knowledge and clinical applications 3. Demonstrate responsibility for the care of assigned clients 4. Demonstrate effective communication skills with clients, staff, peers, and instructors 5. Demonstrate ability to formulate the nursing process that relates directly to the clients under the student’s care 6. Thoroughly document the initial assessment and care of all assigned clients within the appropriate timeframe 7. Identify and report to the appropriate authority all abnormal signs or symptoms that may exist or develop in assigned clients 8. Administer medications to the assigned clients using the 6 Rights with 100% accuracy



**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Complete a Plan of Care on a Newborn 2. Complete a Plan of Care on a Hospitalized Pediatric Client 3. Complete a Plan of Care on a woman in labor or post partum	162 total Clinical Hours	<b>Theory Specific for HCRS C206 Maternal/Child Nursing</b> 1. Care for a newborn immediately after delivery 2. Provide nursing care for a normal newborn 3. Demonstrate the steps in the physical assessment of the newborn 4. Set up a Bili Bed for phototherapy treatment 5. Take and accurately record vital signs for a newborn, toddler, child, and adolescent 6. Obtain urine and/or stool specimens from an infant 7. Calculate and administer the appropriate medication doses for pediatric client 8. Administer oral, eye, and ear medications to infants and children 9. Perform gastrostomy tube feeding to an infant or child 10. Prepare and administer insulin to a child 11. Calculate expected delivery date 12. Provide care for a woman in first 3 trimesters of pregnancy

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C206 Maternal/Child Nursing		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C206 Maternal/Child Nursing</b> <b>13. Provide care for a woman in labor</b> <b>14. Provide care for a woman in postpartum period</b>

**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation	1. Prepare a Plan of Care for a client who is confused and disoriented 2. Prepare a Plan of Care for a client who has a cognitive disorder 3. Prepare a Plan of Care for a client with a Thought Disorder 4. Prepare a teaching presentation for adults regarding disaster awareness and safety 5. Prepare a teaching plan for a community presentation on cessation of smoking	162 total Clinical Hours	<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> <b>1. Participate in a disaster drill</b> <b>2. Teach a group of adults how to prepare safe water after a disaster has disrupted the water supply</b> <b>3. Identify the measures you would take for your own safety when assisting others after a disaster has occurred</b> <b>4. Observe how the triage nurse in the emergency department sets priorities for client care</b> <b>5. Observe how the emergency team works together on a major accident victim</b> <b>6. Role play with fellow students, practicing techniques to calm a combative client</b>

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> <b>7. Watch the movie <i>As Good as It Gets</i> and discuss behaviors that are debilitating for the main character</b> <b>8. Implement a teaching plan for a client with a mood disorder to increase medication compliance</b> <b>9. Identify at least six interventions for the nursing diagnosis Risk for self-directed violence related to suicidal ideations</b> <b>10. Contribute to a teaching plan for a community presentation on smoking cessation</b> <b>11. Review a care plan with at least three nursing diagnoses and five nursing interventions per diagnosis for a client who is at risk for alcohol withdrawal</b> <b>12. Prepare a teaching plan for a family member who is caring for an elderly parent with Alzheimer's disease in the family home</b>

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> 13. Watch the movie <i>A Beautiful Mind</i> and develop a teaching plan to help the wife understand the husband's bizarre and erratic behavior 14. Perform a thorough nursing assessment for a preoperative client 15. Teach the client postoperative exercises during the perioperative period 16. Prepare a client for surgery using a preoperative checklist 17. Document preoperative care and assessment data 18. Observe during a clients surgery 19. Identify how to promote adequate ventilation of the lungs during recovery from anesthesia in the PACU 20. Prepare to perform an immediate postoperative assessment when a client returns to the nursing unit

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> 21. Apply interventions to prevent postoperative complications 22. Assess for postoperative pain and provide comfort measures and pain relief 23. Promote early ambulation and return to independence in activities of daily living 24. Perform discharge teaching necessary for postoperative home self care 25. Gather pertinent history for a client with a nervous system problem 26. Demonstrate a “neuro” check 27. Score the neurologic status of a client with a nervous system disorder according to the Glasgow Coma Scale 28. Teach a family member how to properly assess and care for a client who has suffered a concussion 29. Perform a neurologic check on a client who has suffered head trauma

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		<ul style="list-style-type: none"> <li>*Lecture</li> <li>*Discussion</li> <li>*Reading</li> <li>*Videos</li> <li>*Demonstrations</li> <li>*Role Playing</li> <li>*Simulation</li> </ul> <p><b>Methods of Evaluation</b></p> <ul style="list-style-type: none"> <li>*Testing</li> <li>*Group Discussions</li> <li>*Case Studies</li> <li>*Return Demos</li> <li>*Instructor Observation</li> <li>*Group Presentations</li> <li>*Role Playing</li> <li>*Critical Thinking</li> <li>*Simulation</li> </ul>			<p style="color: red;"><b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b></p> <p><b>30. Participate in a collaborative care planning conference for a client who has sustained a spinal cord injury</b></p> <p><b>31. Prepare a plan of teaching self-care measures to a client who suffers from low back pain</b></p> <p><b>32. Teach a teenage client recently diagnosed with epilepsy what she needs to know about her disorder and care</b></p> <p><b>33. Perform neurologic checks on a client who is admitted with a suspected CVA</b></p> <p><b>34. Devise a teaching plan for the client who has suffered a CVA and has right sided hemiplegia</b></p> <p><b>35. Teach a newly diagnosed client about the medications for Parkinson’s disease</b></p> <p><b>36. Teach a client about the diagnostic tests that might be ordered if multiple sclerosis is suspected</b></p>

**Vocational Nursing Program – Kern River Valley Campus  
Curriculum Content– HCRS C216 Clinical Semester III  
Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> <b>37. Write a nursing plan of care for the myasthenia gravis client who is hospitalized with a respiratory infection</b> <b>38. Teach techniques of breast self-examination and vulva self-examination to a client</b> <b>39. Plan the nursing care of a woman with a reproductive disorder</b> <b>40. Describe the causes of and interventions for common disorders of the female reproductive tract</b> <b>41. Teach a client about the procedure for a prostate biopsy</b> <b>42. Outline a nursing plan of care for a client with prostate cancer</b> <b>43. Devise a teaching plan for testicular examination for young adult men</b> <b>44. Prepare materials describing treatment to a client experiencing erectile dysfunction</b>



**Vocational Nursing Program – Kern River Valley Campus**  
**Curriculum Content– HCRS C216 Clinical Semester III**  
**Instructional Plan: Semester 3 Weeks: 1-15**

**Unit Title:**

**Theory Hours this week:**

**Clinical Hours this week: 21.6 HCRS C216**

Curriculum Content/Hrs	Theory Objectives	Content Outline	Methods of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	See Instructional Plan for HCRS C205 Medical Surgical Nursing III		*Lecture *Discussion *Reading *Videos *Demonstrations *Role Playing *Simulation  <b>Methods of Evaluation</b> *Testing *Group Discussions *Case Studies *Return Demos *Instructor Observation *Group Presentations *Role Playing *Critical Thinking *Simulation			<b>Theory Specific for HCRS C205 Medical Surgical Nursing III</b> <b>45. Devise a teaching plan for the client who has experienced a first incidence of genital herpes</b> <b>46. Instruct a female client on ways to prevent contracting or transmitting HIV</b> <b>47. Teach a female client and a male client ways to prevent STI's</b>

CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM  
Kern River Valley Campus  
EVALUATION METHODOLOGY FOR CURRICULUM

The Vocational Nursing and Health Career Programs have established multifaceted ways to evaluate curriculum. These methods include formal reviews as well as informal, anecdotal comments from students, faculty, and clinical facility staff. The combined input from these multiple sources is analyzed, prioritized, and implemented into curriculum change at least annually.

1. Evaluation criteria of theory content include:
  - a. Overview of content of major VN textbooks
  - b. Review of textbooks at end of VN Program by VN students
  - c. Availability of new instructional technology (e.g., CD ROMS, websites)
  - d. Relevance of theory topics to healthcare trends
  - e. Student evaluations completed by each VN student at the end of each semester
  - f. Inclusion of review of content at VN Faculty meetings
  
2. Evaluation criteria of clinical experiences include:
  - a. Changes in healthcare trends
  - b. Change in availability of experiences
  - c. Availability of new experiences
  - d. Student evaluations completed by each VN student at the end of each semester
  - e. Clinical facility evaluations completed by staff at clinical facilities at the end of each semester
  - f. Inclusion of review of facilities at VN Faculty meetings
  
3. Evaluation criteria of clinical facilities include:
  - a. Compliance with BVNPT regulations
  - b. Capability to meet VN student clinical objectives
  - c. Cooperation and flexibility of administration and staff
  - d. Clinical facility evaluations completed by staff at clinical facilities at the end of each semester
  
4. Evaluation Process will include:
  - a. Program Review
  - b. Formal evaluations of theory instructors
  - c. Formal evaluations of clinical instructors
  - d. Student evaluations completed by each VN student at end of each semester
  - e. On-site clinical visits and evaluations by the VN Program Director



### FACULTY APPROVAL APPLICATION

FOR BOARD USE ONLY	
Date Approved:	
Approved by:	
Secret:	

**INSTRUCTIONS:** Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2529 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

Print Legibly In Ink

1. SCHOOL AND CAMPUS NAME <u>Cerro Coso Community College - Kern River Valley Campus</u>		2. TYPE OF PROGRAM (check one) <input checked="" type="checkbox"/> VN Program <input type="checkbox"/> PT Program	
3. FACULTY APPLICANT FULL NAME <u>Cheryl Gates</u>		4. EMPLOYMENT STATUS (check one) <input checked="" type="checkbox"/> Full - Time <input type="checkbox"/> Part - Time	
5. POSITION TITLE (Check only one box and complete listed sections)			
<input checked="" type="checkbox"/> Director Sections 7, 8, 9, 12, 13	<input type="checkbox"/> Assistant Director Sections 7, 8, 9, 12, 13	<input checked="" type="checkbox"/> Instructor Sections 6, 7, 8, 12, 13	<input type="checkbox"/> Additional Faculty Sections 6, 8, 10, 12
6. TEACHING ASSIGNMENT			
<input type="checkbox"/> Teaching Theory content only		<input checked="" type="checkbox"/> Teaching Both Theory and Clinical	
<input type="checkbox"/> Teaching Clinical content only		<input type="checkbox"/> Substitute for Theory / Clinical	
7. PROFESSIONAL LICENSE INFORMATION (complete all that apply and attach copy of license)			
<input checked="" type="checkbox"/> RN Lic. # <u>511849</u>	<input type="checkbox"/> LVN Lic. # _____	<input type="checkbox"/> PT Lic. # _____	<input type="checkbox"/> Out of State (if any): # _____
Exp. Date: <u>2/28/15</u>	Exp. Date: _____	Exp. Date: _____	Exp. Date: _____ State: _____
8. FACULTY TEACHING QUALIFICATIONS: SUBMIT DOCUMENTS TO DEMONSTRATE COMPLIANCE WITH CCR § 2529 (VN Program), or § 2584 (PT Program). Commonly used documents appear in parentheses.			
<input checked="" type="checkbox"/> Teaching Course: (Certificate of Completion or School Transcript. If teaching content is unclear, a copy of the course description is required): <u>BSN 400 - CSUDH</u>			
<input checked="" type="checkbox"/> Current Active California Professional License: (Copy of License)			
<input checked="" type="checkbox"/> Baccalaureate degree from accredited school, university, or college (Copy of school transcript showing date degree conferred, or diploma verifying program completion. For documents from a foreign jurisdiction, certification of equivalency by a valid credential evaluation service is required.)			
<input type="checkbox"/> Valid Teaching Credential: (Copy of Credential)			
<input type="checkbox"/> Letter on official letterhead verifying applicant is qualified to teach in Community College (CC) or State University (SU): (Letter from CC or SU).			
9. DIRECTOR AND ASSISTANT DIRECTOR COURSE REQUIREMENTS			
Submit a copy of faculty applicant's certificate or transcript from an accredited institution verifying successful completion of the following courses. If the course content cannot be clearly identified, please submit a copy of the catalog course description. Required per Title 16 CCR §§ 2529 (c)(1) [VN director qualifications], 2529 (c)(2) [VN assistant director qualifications]; 2584 (c)(1) [PT director qualifications], 2584 (c)(2) [PT assistant director qualifications].			
<input checked="" type="checkbox"/> Administration		<input checked="" type="checkbox"/> Teaching	
		<input checked="" type="checkbox"/> Curriculum Development	

10. CURRICULUM COURSES TO BE TAUGHT BY ADDITIONAL FACULTY ONLY

Check all that apply:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Anatomy & Physiology        | <input type="checkbox"/> Pharmacology |
| <input type="checkbox"/> Normal Growth & Development | <input type="checkbox"/> Psychology   |
| <input type="checkbox"/> Nutrition                   | <input type="checkbox"/> Other: _____ |

11. RESPONSIBILITIES TEACHER ASSISTANT ONLY Identify the proposed teaching responsibilities within your program.

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12. PROFESSIONAL EXPERIENCE AS AN RN OR LVN (last five years)

FROM	TO	EMPLOYER	POSITION	DUTIES
1995	2011	Ridgecrest Regional Hospital	RN	Staff RN (Med Surg, ICU, OP, Peds, ER)

13. TEACHING EXPERIENCE List experience in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program. (last five years)

FROM	TO	EMPLOYER	POSITION	DUTIES
9/05	Present	Cerritos Community College	Director/Instructor	Director LVN Program - Clinical/theory Instructor

I HEREBY CERTIFY under penalty of perjury under the laws of the State of California that the information contained in and submitted with this application is true and correct.

Faculty Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## FACULTY APPROVAL APPLICATION

FOR BOARD USE ONLY	
Date Approved	
Approved by	
Section	

**INSTRUCTIONS:** Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2529 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

Print Legibly In Ink

1. SCHOOL AND CAMPUS NAME <i>Penno Coso Community College - Kern River Valley Campus</i>		2. TYPE OF PROGRAM (check one) <input checked="" type="checkbox"/> VN Program <input type="checkbox"/> PT Program	
3. FACULTY APPLICANT FULL NAME <i>Cheryl Gates</i>		4. EMPLOYMENT STATUS (check one) <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	
5. POSITION TITLE (Check only one box and complete listed sections)			
<input checked="" type="checkbox"/> Director Sections 7, 8, 9, 12, 13	<input type="checkbox"/> Assistant Director Sections 7, 8, 9, 12, 13	<input checked="" type="checkbox"/> Instructor Sections 6, 7, 8, 12, 13	<input type="checkbox"/> Additional Faculty Sections 6, 8, 10, 12
6. TEACHING ASSIGNMENT			
<input type="checkbox"/> Teaching Theory content only		<input checked="" type="checkbox"/> Teaching Both Theory and Clinical	
<input type="checkbox"/> Teaching Clinical content only		<input type="checkbox"/> Substitute for Theory / Clinical	
7. PROFESSIONAL LICENSE INFORMATION (complete all that apply and attach copy of license)			
<input checked="" type="checkbox"/> RN Lic. # <i>511849</i>	<input type="checkbox"/> LVN Lic. # _____	<input type="checkbox"/> PT Lic. # _____	<input type="checkbox"/> Out of State (if any): # _____
Exp. Date: <i>2/28/15</i>	Exp. Date: _____	Exp. Date: _____	Exp. Date: _____ State: _____
8. FACULTY TEACHING QUALIFICATIONS: SUBMIT DOCUMENTS TO DEMONSTRATE COMPLIANCE WITH CCR § 2529(VN Program); or § 2584 (PT Program). Commonly used documents appear in parentheses.			
<input checked="" type="checkbox"/> Teaching Course: (Certificate of Completion or School Transcript. If teaching content is unclear, a copy of the course description is required): <i>BSN 400 - CSUDH</i>			
<input checked="" type="checkbox"/> Current Active California Professional License: (Copy of License).			
<input checked="" type="checkbox"/> Baccalaureate degree from accredited school, university, or college (Copy of school transcript showing date degree conferred, or diploma verifying program completion. For documents from a foreign jurisdiction, certification of equivalency by a valid credential evaluation service is required).			
<input type="checkbox"/> Valid Teaching Credential: (Copy of Credential)			
<input type="checkbox"/> Letter on official letterhead verifying applicant is qualified to teach in Community College (CC) or State University (SU): (Letter from CC or SU).			
9. DIRECTOR AND ASSISTANT DIRECTOR COURSE REQUIREMENTS			
Submit a copy of faculty applicant's certificate or transcript from an accredited institution verifying successful completion of the following courses. If the course content cannot be clearly identified, please submit a copy of the catalog course description. Required per Title 16 CCR §§ 2529 (c)(1) [VN director qualifications], 2529 (c)(2) [VN assistant director qualifications]; 2584 (c)(1) [PT director qualifications], 2584 (c)(2) [PT assistant director qualifications].			
<input checked="" type="checkbox"/> Administration	<input checked="" type="checkbox"/> Teaching	<input checked="" type="checkbox"/> Curriculum Development	

10. CURRICULUM COURSES TO BE TAUGHT BY ADDITIONAL FACULTY ONLY

Check all that apply:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Anatomy & Physiology        | <input type="checkbox"/> Pharmacology |
| <input type="checkbox"/> Normal Growth & Development | <input type="checkbox"/> Psychology   |
| <input type="checkbox"/> Nutrition                   | <input type="checkbox"/> Other: _____ |

11. RESPONSIBILITIES TEACHER ASSISTANT ONLY Identify the proposed teaching responsibilities within your program.

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12. PROFESSIONAL EXPERIENCE AS AN RN OR LVN (last five years)

FROM	TO	EMPLOYER	POSITION	DUTIES
1995	2011	Ridgecrest Regional Hospital	RN	Staff RN (Med Surg, ICU, OP, Peds, ER)

13. TEACHING EXPERIENCE List experience in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program. (last five years)

FROM	TO	EMPLOYER	POSITION	DUTIES
9/05	Present	Cerro Coso Community College	Director/ Instructor	Director LVN Program - Clinical/theory Instructor

I HEREBY CERTIFY under penalty of perjury under the laws of the State of California that the information contained in and submitted with this application is true and correct.

Faculty Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Display Transcript

Cheryl G. Gates  
Mar 19, 2007 11:12 am

This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

### Record of : Cheryl Gail Gates

Course Level Undergraduate

Current College(s)

Current Major(s) Nursing

Awarded-Degree Bachelor of Science Date 31-DEC-04

Major(s) Nursing

Awarded-Degree Master of Science Date 31-DEC-06

Major(s) Nursing:Nurse Administrator

### Institution Credit

#### Spring 2003

Subject	Course Title	Grade	Credit Hours	Quality Points	Comments
BSN 301	Tech. for the Information Age	CR	1.00	0.00	
BSN 305	Human Diversity and Healthcare	B	4.00	12.00	
BSN 310	Professional Nursing Horizons	CR	2.00	0.00	
BSN 315	Life Cycle	A-	3.00	11.10	
BSN 340	Prof Collaboration Nrsng Pract	B+	3.00	9.90	
BSN 405	Statistics	A	3.00	12.00	

Earned Hours: 16.00 GPA Hours: 13.00 Quality Points: 45.00 GPA: 3.46

#### Fall 2003

Subject	Course Title	Grade	Credit Hours	Quality Points	Comments
BSN 325	Comp & Alt Healthcare Modal.	A	1.00	4.00	
BSN 345	Pathophysiology	A-	4.00	14.80	
BSN 380	Health Assessment	A-	3.00	11.10	
BSN 381L	Hlth Assess Skills Seminar	CR	1.00	0.00	
BSN 400	Health Promotion and Teaching	C+	3.00	6.90	
BSN 410	Community-Based Nursing I	A	3.00	12.00	
BSN 411L	Home Health Role Performance	CR	2.00	0.00	

Earned Hours: 17.00 GPA Hours: 14.00 Quality Points: 48.80 GPA: 3.48

#### Spring 2004

Subject	Course Title	Grade	Credit	Quality	Comments
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				<b>Hours</b>	<b>Points</b>
BSN	420	Community-Based Nursing II	B+	3.00	9.90
BSN	421L	Public Health Role Performance	CR	2.00	0.00
BSN	430	H/C Systems, Policy & Finance	A	3.00	12.00
BSN	440	Professional Nursing Roles	B	3.00	9.00
BSN	450	Principles Ldsp/Mgt in Nursing	B+	3.00	9.90
BSN	451L	LDSP/MGMT NSG Role Performance	CR	2.00	0.00

**Earned Hours: 16.00 GPA Hours: 12.00 Quality Points: 40.80 GPA: 3.40**

**Fall 2004**

				<b>Credit Hours</b>	<b>Quality Points</b>	<b>Comments</b>
BSN	460	Nursing Research Utilization	A-	3.00	11.10	
MSN	501	Nursing Informatics	A	1.00	4.00	
MSN	504	Advanced Nursing Roles	A	2.00	8.00	

**Earned Hours: 6.00 GPA Hours: 6.00 Quality Points: 23.10 GPA: 3.85**

**Spring 2005**

				<b>Credit Hours</b>	<b>Quality Points</b>	<b>Comments</b>
MSN	510	Theories for Adv Nursing Roles	A-	3.00	11.10	
MSN	513	Healthcare Policy/Economics	A	3.00	12.00	
MSN	514	Hlth Promotion & Disease Prev	A	3.00	12.00	
MSN	530	Rsrch Util in Adv Nursg Pract	A	3.00	12.00	
MSN	535	Ethics in Adv Nursing Roles	C+	2.00	4.60	

**Earned Hours: 14.00 GPA Hours: 14.00 Quality Points: 51.70 GPA: 3.69**

**Fall 2005**

				<b>Credit Hours</b>	<b>Quality Points</b>	<b>Comments</b>
MSN	535	Ethics in Adv Nursing Roles	A	2.00	8.00	
MSN	555	Quality Improvemnt in Hea Care	A	3.00	12.00	

**Earned Hours: 5.00 GPA Hours: 5.00 Quality Points: 20.00 GPA: 4.00**

**Spring 2006**

				<b>Credit Hours</b>	<b>Quality Points</b>	<b>Comments</b>
MSN	595	Special Topics/Colloquia	A	3.00	12.00	
MSN	595	Special Topics/Colloquia	B	3.00	9.00	

**Earned Hours: 6.00 GPA Hours: 6.00 Quality Points: 21.00 GPA: 3.50**

**Fall 2006**

				<b>Credit Hours</b>	<b>Quality Points</b>	<b>Comments</b>
MSN	538	N A: Resource Management	A	3.00	12.00	
MSN	570L	Nurse Admin: RP II	CR	3.00	0.00	

**Earned Hours: 6.00 GPA Hours: 3.00 Quality Points: 12.00 GPA: 4.00**

**Transcript Totals (Graduate)**



	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Total Institution:</b>	34.00	31.00	116.70	3.76
<b>Total Transfer:</b>	0.00	0.00	0.00	0.00
<b>Overall:</b>	34.00	31.00	116.70	3.76

Transcript Totals (Undergraduate)

	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Total Institution:</b>	52.00	42.00	145.70	3.46
<b>Total Transfer:</b>	82.00	148.00	414.60	2.80
<b>Overall:</b>	134.00	190.00	560.30	2.94

Courses in Progress

Spring 2007

<b>Subject</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
GED	549	The Community College	2.00

**RELEASE: 7.2**

State of California

# Commission on Teacher Credentialing

issues this document to

**CHERYL GAIL GATES**



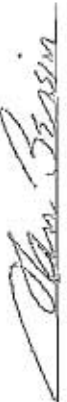
Professional Clear Designated Subjects Vocational Education Teaching Credential: Full-Time  
Subject: Health Care Supportive Services

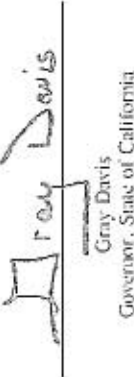
R4FV This credential authorizes the holder to teach in the subject or subjects named above in grades twelve and below and in classes organized primarily for adults, technical, trade, or vocational courses that shall be part of a program of technical, trade, or vocational education.

Valid: September 1, 2001 to October 1, 2006

DFV For each five-year renewal of this credential, the holder must complete 150 clock hours of planned and approved professional growth activities as specified in "The California Professional Growth Manual".

\* \* \* \* \*

  
Alan D. Bersin

  
Gray Davis  
Governor, State of California

  
Dr. Sam W. Spafford



## FACULTY APPROVAL APPLICATION

**INSTRUCTIONS:** Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2529 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

FOR BOARD USE ONLY	
Date Approved:	
Approval by:	
Section:	

Print Legibly In Ink

1. SCHOOL AND CAMPUS NAME <u>Cerro Coso Community College - Kern River Valley Campus</u>		2. TYPE OF PROGRAM (check one) <input checked="" type="checkbox"/> VN Program <input type="checkbox"/> PT Program	
3. FACULTY APPLICANT FULL NAME <u>Annette Marie Hodgins</u>		4. EMPLOYMENT STATUS (check one) <input checked="" type="checkbox"/> Full - Time <input type="checkbox"/> Part - Time	
5. POSITION TITLE (Check only one box and complete listed sections)			
<input type="checkbox"/> Director Sections 7, 8, 9, 12, 13	<input type="checkbox"/> Assistant Director Sections 7, 8, 9, 12, 13	<input checked="" type="checkbox"/> Instructor Sections 6, 7, 8, 12, 13	<input type="checkbox"/> Additional Faculty Sections 6, 8, 10, 12
6. TEACHING ASSIGNMENT			
<input type="checkbox"/> Teaching Theory content only		<input checked="" type="checkbox"/> Teaching Both Theory and Clinical	
<input type="checkbox"/> Teaching Clinical content only		<input type="checkbox"/> Substitute for Theory / Clinical	
7. PROFESSIONAL LICENSE INFORMATION (complete all that apply and attach copy of license)			
<input checked="" type="checkbox"/> RN Lic. # <u>4951666</u>	<input type="checkbox"/> LVN Lic. # _____	<input type="checkbox"/> PT Lic. # _____	<input type="checkbox"/> Out of State (if any): # _____
Exp. Date: <u>7/31/15</u>	Exp. Date: _____	Exp. Date: _____	Exp. Date: _____ State: _____
8. FACULTY TEACHING QUALIFICATIONS: SUBMIT DOCUMENTS TO DEMONSTRATE COMPLIANCE WITH CCR § 2529 (VN Program); or § 2584 (PT Program). Commonly used documents appear in parentheses.			
<input checked="" type="checkbox"/> Teaching Course: (Certificate of Completion or School Transcript. If teaching content is unclear, a copy of the course description is required): <u>BSN 400 - CSUDH</u>			
<input checked="" type="checkbox"/> Current Active California Professional License: (Copy of License).			
<input checked="" type="checkbox"/> Baccalaureate degree from accredited school, university, or college (Copy of school transcript showing date degree conferred, or diploma verifying program completion. For documents from a foreign jurisdiction, certification of equivalency by a valid credential evaluation service is required.)			
<input type="checkbox"/> Valid Teaching Credential: (Copy of Credential)			
<input type="checkbox"/> Letter on official letterhead verifying applicant is qualified to teach in Community College (CC) or State University (SU): (Letter from CC or SU)			
9. DIRECTOR AND ASSISTANT DIRECTOR COURSE REQUIREMENTS			
Submit a copy of faculty applicant's certificate or transcript from an accredited institution verifying successful completion of the following courses. If the course content cannot be clearly identified, please submit a copy of the catalog course description. Required per Title 16 CCR §§ 2529 (c)(1) [VN director qualifications], 2529 (c)(2) [VN assistant director qualifications]; 2584 (c)(1) [PT director qualifications], 2584 (c)(2) [PT assistant director qualifications].			
<input type="checkbox"/> Administration	<input type="checkbox"/> Teaching	<input type="checkbox"/> Curriculum Development	

**I. CURRICULUM COURSES TO BE TAUGHT BY ADDITIONAL FACULTY ONLY**

Check all that apply:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Anatomy & Physiology        | <input type="checkbox"/> Pharmacology |
| <input type="checkbox"/> Normal Growth & Development | <input type="checkbox"/> Psychology   |
| <input type="checkbox"/> Nutrition                   | <input type="checkbox"/> Other: _____ |

**11. RESPONSIBILITIES TEACHER ASSISTANT ONLY** Identify the proposed teaching responsibilities within your program.

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**12. PROFESSIONAL EXPERIENCE AS AN RN OR LVN (last five years)**

FROM	TO	EMPLOYER	POSITION	DUTIES
1987	Present	Ridgecrest Regional Hospital	RN	Staff RN (ICU, Ped, MC)

**13. TEACHING EXPERIENCE** List experience in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program. (last five years)

FROM	TO	EMPLOYER	POSITION	DUTIES
'08	Present	Cerezo Lazo Community College	Instructor	Teach both Clinical/theory LVN students

I HEREBY CERTIFY under penalty of perjury under the laws of the State of California that the information contained in and submitted with this application is true and correct.

Faculty Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_


Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

W

Search  Go[RETURN TO MENU](#) | [SITE MAP](#) | [HELP](#) | [EXIT](#)

## Display Transcript

Annette M. Hodgins  
Nov 21, 2007 08:09 am

 This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

Institution Credit    Transcript Totals

### Transcript Data

#### STUDENT INFORMATION

Name : Annette M. Hodgins

Student Type: Returning

#### Curriculum Information

\*\*\*Transcript type:UNOF Unofficial Transcript is NOT Official \*\*\*

#### DEGREES/CERTIFICATES AWARDED:

Sought-No Bachelor of Science Degree Date:

Degree

Application:

#### Curriculum Information

##### Primary Degree

Major: Nursing

Awarded- Bachelor of Science Degree Date: Aug 30, 2006

Degree:

#### Curriculum Information

##### Primary Degree

Major: Nursing

#### INSTITUTION CREDIT -Top-

Fall 2003

College: School of Health

Major: Nursing

Student Type: Transfer

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R
BSN	301	Nursing (including Spec Sess)	UG	Tech. for the Information Age	CR	1.000	0.00		
BSN	310	Nursing	UG	Professional Nursing Horizons	CR	2.000	0.00		

BSN	340	(including Spec Sess) Nursing (including Spec Sess)	UG	Prof Collaboration Nrsng Pract	A	3.000	12.00				
						<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>						3.000	6.000	6.000	3.000	12.00	4.00
<b>Cumulative:</b>						3.000	6.000	6.000	3.000	12.00	4.00

Unofficial Transcript

Spring 2004

**College:** School of Health  
**Major:** Nursing  
**Student Type:** Continuing  
**Academic Standing:** Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R		
BSN	405	Nursing (including Spec Sess)	UG	Statistics	A	3.000	12.00				
BSN	420	Nursing (including Spec Sess)	UG	Community-Based Nursing II	A	3.000	12.00				
BSN	421L	Nursing (including Spec Sess)	UG	Public Health Role Performance	CR	2.000	0.00				
BSN	430	Nursing (including Spec Sess)	UG	H/C Systems, Policy & Finance	A	3.000	12.00				
						<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>						9.000	11.000	11.000	9.000	36.00	4.00
<b>Cumulative:</b>						12.000	17.000	17.000	12.000	48.00	4.00

Unofficial Transcript

Summer 2004

**College:** College of Hlth & Hum Services  
**Major:** Nursing  
**Student Type:** Continuing  
**Academic Standing:** Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R		
BSN	305	Nursing (including Spec Sess)	UG	Human Diversity and Healthcare	A	4.000	16.00				
BSN	345	Nursing (including Spec Sess)	UG	Pathophysiology	B+	4.000	13.20				
						<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>						8.000	8.000	8.000	8.000	29.20	3.65
<b>Cumulative:</b>						20.000	25.000	25.000	20.000	77.20	3.86

Unofficial Transcript



Fall 2004

College: College of Hlth & Hum Services  
 Major: Nursing  
 Student Type: Continuing  
 Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R
BSN	440	Nursing (Including Spec Sess)	UG	Professional Nursing Roles	A-	3.000	11.10		
BSN	460	Nursing (Including Spec Sess)	UG	Nursing Research Utilization	A-	3.000	11.10		

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	22.20	3.70
Cumulative:	26.000	31.000	31.000	26.000	99.40	3.82

## Unofficial Transcript

Spring 2005

College: College of Hlth & Hum Services  
 Major: Nursing  
 Student Type: Continuing  
 Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R
BSN	315	Nursing (including Spec Sess)	UG	Life Cycle	A	3.000	12.00		
BSN	380	Nursing (including Spec Sess)	UG	Health Assessment	A-	3.000	11.10		
BSN	381L	Nursing (including Spec Sess)	UG	Hlth Assess Skills Seminar	CR	1.000	0.00		
BSN	400	Nursing (including Spec Sess)	UG	Health Promotion and Teaching	A-	3.000	11.10		

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	10.000	10.000	9.000	34.20	3.80
Cumulative:	35.000	41.000	41.000	35.000	133.60	3.81

## Unofficial Transcript

Summer 2005

College: College of Hlth & Hum Services  
 Major: Nursing  
 Student Type: Continuing  
 Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R
BSN	410	Nursing (including)	UG	Community-Based Nursing I	A	3.000	12.00		

BSN	411L	Spec Sess) Nursing (including Spec Sess)	UG	Home Health Role Performance	CR	2.000	0.00		
				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>				3.000	5.000	5.000	3.000	12.00	4.00
<b>Cumulative:</b>				38.000	46.000	46.000	38.000	145.60	3.83

Unofficial Transcript

Fall 2005

College: College of Hlth & Hum Services

Major: Nursing

Student Type: Continuing

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R
BSN	450	Nursing (including Spec Sess)	UG	Principles Ldsp/Mgt in Nursing	A	3.000	12.00		
BSN	451L	Nursing (including Spec Sess)	UG	LDSP/MGMT NSG Role Performance	CR	2.000	0.00		
HUX	345	Extension	UG	Non-Western World	B+	3.000	9.90		

				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>				6.000	8.000	8.000	6.000	21.90	3.65
<b>Cumulative:</b>				44.000	54.000	54.000	44.000	167.50	3.80

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Total Institution:</b>				44.000	54.000	54.000	44.000	167.50	3.80
<b>Total Transfer:</b>				197.000	173.000	143.000	135.000	359.00	2.65
<b>Overall:</b>				241.000	227.000	197.000	179.000	526.50	2.94

Unofficial Transcript

RELEASE: 7.2



## Report Results

Return

### Postbaccalaureate Unofficial Coursework

Name : Annette Hodgins  
 Student ID: 103989223  
 California State University, Dominguez Hills  
 Print Date : 2008-11-07

- - - - - Beginning of Postbacc and Ext Ed Credit Record - - - - -

**Spring 2006**

Program : PBAC EE Open U/Special Session  
 Plan : PBAC Special Session Preparation

MSN	595	Special Topics/Colloquia	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	3.00 3.00 12.000

**2007 Summer**

Program : GRAD Degrees  
 Plan : Nursing:Nurse Administrator Major

MSN	510	Theories for Adv Nursing Roles	3.00	3.00 A	12.000
MSN	513	Healthcare Policy/Economics	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	6.00 6.00 24.000

**Fall 2007**

Program : GRAD Degrees  
 Plan : Nursing:Nurse Administrator Major

MSN	530	Rsrch Util in Adv Nursg Pract	3.00	3.00 A	12.000
MSN	555	Quality Improvemnt in Hea Care	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	6.00 6.00 24.000

**Spring 2008**

Program : GRAD Degrees  
 Plan : Nursing:Nurse Administrator Major

MSN	514	Hlth Promotion & Disease Prev	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	3.00 3.00 12.000

**2008 Summer**

Program : GRAD Degrees  
 Plan : Nursing:Nurse Administrator Major

MSN	531	Nursing Ethics	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	3.00 3.00 12.000

**Fall 2008**

Program : GRAD Degrees  
 Plan : Nursing:Nurse Administrator Major  
 MSN 532 N A: Societal Institutions 3.00  
 MSN 560L Nurs Admin: RP I 3.00  
 TERM GPA : 0.000 TERM TOTALS : 0.00 0.00 0.000

**Postbacc and Ext Ed Credit Career Totals**

CUM GPA : 4.000 CUM TOTALS : 21.00 21.00 84.000  
 - - - - - Degrees Awarded - - - - -

Degree : Bachelor of Science  
 Confer Date : 2006-08-31  
 Plan : Nursing

**Undegraduate Unofficial Coursework**

Name : Annette Hodgins  
 Student ID: 103989223  
 California State University, Dominguez Hills  
 Print Date : 2008-11-07

- - - - - Beginning of Undergrad and Ext Ed Credit Record - - - - -

**Fall 2003**

Program : UGRD Degree and Certificates  
 Plan : Nursing Major  
 BSN 301 Tech. for the Information Age 1.00 1.00 CR 2.000  
 BSN 310 Professional Nursing Horizons 2.00 2.00 CR 4.000  
 BSN 340 Prof Collaboration Nrsng Pract 3.00 3.00 A 12.000  
 TERM GPA : 4.000 TERM TOTALS : 6.00 6.00 12.000

**Spring 2004**

Program : UGRD Degree and Certificates  
 Plan : Nursing Major  
 BSN 405 Statistics 3.00 3.00 A 12.000  
 BSN 420 Community-Based Nursing II 3.00 3.00 A 12.000  
 BSN 421L Public Health Role Performance 2.00 2.00 CR 4.000  
 BSN 430 H/C Systems, Policy & Finance 3.00 3.00 A 12.000  
 TERM GPA : 4.000 TERM TOTALS : 11.00 11.00 36.000

**2004 Summer**

Program : UGRD Degree and Certificates  
 Plan : Nursing Major  
 BSN 305 Human Diversity and Healthcare 4.00 4.00 A 16.000  
 BSN 345 Pathophysiology 4.00 4.00 B+ 13.200  
 TERM GPA : 3.650 TERM TOTALS : 8.00 8.00 29.200

**Fall 2004**

Program : UGRD Degree and Certificates  
 Plan : Nursing Major  
 BSN 440 Professional Nursing Roles 3.00 3.00 A- 11.100

BSN	460	Nursing Research Utilization	3.00	3.00	A-	11.100
	TERM GPA :	3.700	TERM TOTALS :	6.00	6.00	22.200

**Spring 2005**

Program : UGRD Degree and Certificates

Plan : Nursing Major

BSN	315	Life Cycle	3.00	3.00	A	12.000
BSN	380	Health Assessment	3.00	3.00	A-	11.100
BSN	381L	Hlth Assess Skills Seminar	1.00	1.00	CR	2.000
BSN	400	Health Promotion and Teaching	3.00	3.00	A-	11.100
	TERM GPA :	3.800	TERM TOTALS :	10.00	10.00	34.200

**2005 Summer**

Program : UGRD Degree and Certificates

Plan : Nursing Major

BSN	410	Community-Based Nursing I	3.00	3.00	A	12.000
BSN	411L	Home Health Role Performance	2.00	2.00	CR	4.000
	TERM GPA :	4.000	TERM TOTALS :	5.00	5.00	12.000

**Fall 2005**

Program : UGRD Degree and Certificates

Plan : Nursing Major

BSN	450	Principles Ldsp/Mgt in Nursing	3.00	3.00	A	12.000
BSN	451L	LOSP/MGMT NSG Role Performance	2.00	2.00	CR	4.000
HUX	345	Non-Western World	3.00	3.00	B+	9.900
	TERM GPA :	3.650	TERM TOTALS :	8.00	8.00	21.900

**Undergrad and Ext Ed Credit Career Totals**

CUM GPA :	2.937	CUM TOTALS :	251.00	217.00		525.790
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- - - - - **Transfer Credits** - - - - -

**Transfer Credit from Vanguard University of Southern California**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	2.580	Transfer Totals :	12.00	12.00		30.960
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**Transfer Credit from California State University Fresno**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	1.250	Transfer Totals :	46.00	46.00		50.000
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**Transfer Credit from Excelsior**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	0.000	Transfer Totals :	35.00	35.00		0.000
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**Transfer Credit from Cerro Coso Community College**

Applied Toward UGRD Degree and Certificates Program

Course Trans GPA:	3.341	Transfer Totals :	104.00	104.00		277.330
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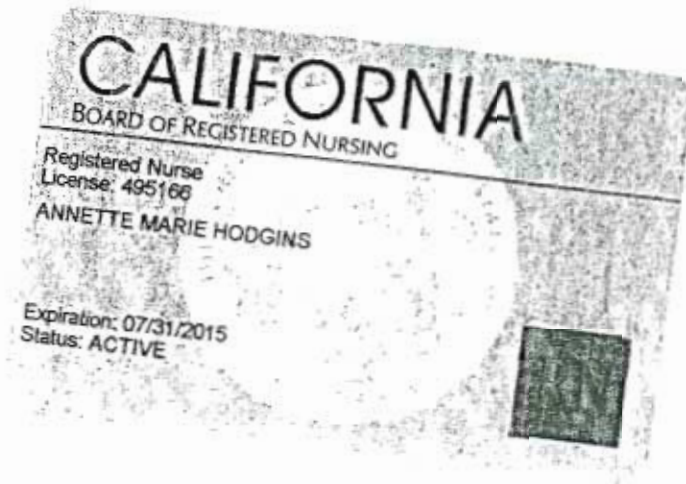
**Transfer Credit from GE Articulation**

Applied Toward UGRD Degree and Certificates Program  
Course Trans GPA: 0.000 Transfer Totals : 0.00 0.00 0.000

- - - - - Degrees Awarded - - - - -

Degree : Bachelor of Science  
Confer Date : 2006-08-31  
Plan : Nursing

Return



SIGNATURE

**LICENSEE:** The law requires that you notify the Board of name or address changes within 30 days.  
**EMPLOYERS:** Always verify current license status by using the online verification at [www.rn.ca.gov](http://www.rn.ca.gov)

STATE OF CALIFORNIA  
**dca**  
DEPARTMENT OF CONSUMER AFFAIRS

Board of Registered Nursing  
1747 North Market Blvd, Suite 150  
Sacramento, CA 95834  
(916) 322-3350



## FACULTY APPROVAL APPLICATION

FOR BOARD USE ONLY	
Date Approved	
Approved by	
Notes	

**INSTRUCTIONS:** Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2529 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

Print Legibly in Ink

1. SCHOOL AND CAMPUS NAME Cerro Coso Community College - Kern River Valley <span style="float: right;">Campus</span>		2. TYPE OF PROGRAM (check one) <input checked="" type="checkbox"/> VN Program <input type="checkbox"/> PT Program	
3. FACULTY APPLICANT FULL NAME Matthew D. Wanta		4. EMPLOYMENT STATUS (check one) <input checked="" type="checkbox"/> Full - Time <input type="checkbox"/> Part - Time	
5. POSITION TITLE (Check only <u>one</u> box and complete listed sections)			
<input type="checkbox"/> Director Sections 7, 8, 9, 12, 13	<input type="checkbox"/> Assistant Director Sections 7, 8, 9, 12, 13	<input checked="" type="checkbox"/> Instructor Sections 6, 7, 8, 12, 13	<input type="checkbox"/> Additional Faculty Sections 6, 8, 10, 12
6. TEACHING ASSIGNMENT			
<input type="checkbox"/> Teaching Theory content only		<input checked="" type="checkbox"/> Teaching Both Theory and Clinical	
<input type="checkbox"/> Teaching Clinical content only		<input type="checkbox"/> Substitute for Theory / Clinical	
7. PROFESSIONAL LICENSE INFORMATION (complete all that apply and attach copy of license)			
<input checked="" type="checkbox"/> RN Lic. # 727419 Exp. Date: 1/31/2014	<input type="checkbox"/> LVN Lic. # _____ Exp. Date: _____	<input type="checkbox"/> PT Lic. # _____ Exp. Date: _____	<input type="checkbox"/> Out of State (if any): # _____ Exp. Date: _____ State: _____
8. FACULTY TEACHING QUALIFICATIONS: SUBMIT DOCUMENTS TO DEMONSTRATE COMPLIANCE WITH CCR § 2529 (VN Program); or § 2584 (PT Program). Commonly used documents appear in parentheses.			
<input checked="" type="checkbox"/> Teaching Course: (Certificate of Completion or School Transcript. If teaching content is unclear, a copy of the course description is required);			
<input checked="" type="checkbox"/> Current Active California Professional License: (Copy of License).			
<input checked="" type="checkbox"/> Baccalaureate degree from accredited school, university, or college (Copy of school transcript showing date degree conferred, or diploma verifying program completion. For documents from a foreign jurisdiction, certification of equivalency by a valid credential evaluation service is required.)			
<input type="checkbox"/> Valid Teaching Credential: (Copy of Credential)			
<input type="checkbox"/> Letter on official letterhead verifying applicant is qualified to teach in Community College (CC) or State University (SU): (Letter from CC or SU).			
9. <u>DIRECTOR AND ASSISTANT DIRECTOR</u> COURSE REQUIREMENTS			
Submit a copy of faculty applicant's certificate or transcript from an accredited institution verifying successful completion of the following courses. If the course content cannot be clearly identified, please submit a copy of the catalog course description. Required per Title 16 CCR §§ 2529 (c)(1) [VN director qualifications], 2529 (c)(2) [VN assistant director qualifications]; 2584 (c)(1) [PT director qualifications], 2584 (c)(2) [PT assistant director qualifications].			
<input type="checkbox"/> Administration		<input type="checkbox"/> Teaching	
		<input type="checkbox"/> Curriculum Development	



**10. CURRICULUM COURSES TO BE TAUGHT BY ADDITIONAL FACULTY ONLY**

Check all that apply:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Anatomy & Physiology        | <input type="checkbox"/> Pharmacology |
| <input type="checkbox"/> Normal Growth & Development | <input type="checkbox"/> Psychology   |
| <input type="checkbox"/> Nutrition                   | <input type="checkbox"/> Other: _____ |

**11. RESPONSIBILITIES TEACHER ASSISTANT ONLY Identify the proposed teaching responsibilities within your program.**

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**12. PROFESSIONAL EXPERIENCE AS AN RN OR LVN (last five years)**

FROM	TO	EMPLOYER	POSITION	DUTIES
12/07	Present	Ridgecrest Regional Hospital	RN	Staff RN (ICU, ER, med/surg)

**13. TEACHING EXPERIENCE List experience in an accredited/approved school of vocational/practical nursing, psychiatric technician program, or registered nursing program. (last five years)**

FROM	TO	EMPLOYER	POSITION	DUTIES
1/2009	Present	Cerro Coso Community College	Instructor	Clinical instructor - LVN program

I HEREBY CERTIFY under penalty of perjury under the laws of the State of California that the information contained in and submitted with this application is true and correct.

Faculty Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# University of Wisconsin Oshkosh

The Board of Regents of the University of Wisconsin System  
on the nomination of the Faculty of the University of Wisconsin Oshkosh,  
hereby confers upon

**Matthew David Anta**

The Degree of

**Bachelor of Science in Nursing**

Together with all honors, rights and privileges belonging to that degree.

In witness whereof, this diploma is granted in Oshkosh, Wisconsin,  
this second day of June in the year two thousand and six.



**OSHKOSH**

*Eric P. Kelly*

Eric P. Kelly  
President  
University of Wisconsin System

*Robert G. Walsh*

Robert G. Walsh  
President  
Board of Regents  
University of Wisconsin System

*Richard Wells*

Richard Wells  
Chancellor  
University of Wisconsin Oshkosh



Official Transcript

Name : Wente, Matthew D.  
 Student ID: 0237483  
 SSN : 388-86-6450

University of Wisconsin Oshkosh  
 800 Algoma Boulevard  
 Oshkosh, WI 54901  
 United States

AUG 9 2006

Print Date : 2006-08-09  
 Degree Awarded :  
 Course Trans GPA: 3.141 Transfer Totals : 3.00 3.00 B+ 9.990  
 7.00 7.00 21.990

Degree : Bachelor of Science in Nursing  
 Confer Date : 2006-06-02  
 Plan : Major-Nursing

Other Credits Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned	Grade	Points
Fall 2003					
BIOLOGY 105	Bio Concept Unty (NS)	4.00	4.00 B	12.000	
BIOLOGY 221	Human Anat & Phys	5.00	5.00 AB	17.500	
CHEM 101	Gen Org/Biochem (NS)	5.00	5.00 B	15.000	
SD POUND 377	Human Growth and Development	3.00	3.00 B	9.000	
ENGLISH 100	Found College Eng	3.00	3.00 P		
ENGLISH 101	College English I (EN)	3.00	3.00 B	9.000	
ENGLISH 227	Mod World Lit (RU) (NW)	3.00	3.00 B	9.000	
MATH 100	Basic Algebra	3.00	3.00 P		
MATH 103	Introduction to College Algebra	3.00	3.00 A	12.000	
PSYCH 101	General Psychology (SS)	3.00	3.00 B	9.000	
Course Trans GPA: 3.190 Transfer Totals : 29.00 35.00 92.500					

Transfer Credit from Univ of Wisconsin-Oshkosh  
 Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned	Grade	Points
Fall 2003					
BIOLOGY 233	Microb Survey (NS)	4.00	4.00 AB	14.000	
CHEM 102	Gen Org/Biochem (NS)	4.00	4.00 B	12.000	
COWM 111	Pund Spch Comm (GE)	3.00	3.00 BC	7.500	
NURSING 104	Orientation Seminar		0.00 P		
RELS105	Bible & Cur Sv (RU)	3.00	3.00 AB	10.500	
GEOG 102	World Reg Geog (NW) (SS)	3.00	3.00 AB	10.500	
TERM GPA : 3.206 TERM TOTALS : 17.00 17.00 54.500					
CUM GPA : 3.161 CUM TOTALS : 68.00 72.00 195.990					

Transfer Credit from Mid-State Technical College  
 Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned	Grade	Points
Fall 2003					
ECON 1	Economics Elec Cr (SS)	3.00	3.00 B	9.000	
ECON 206	Prin Economics I-Micro (SS)	3.00	3.00 B	9.000	
ECON 207	Prin Economics II-Macro (SS)	3.00	3.00 B	9.000	
Course Trans GPA: 3.000 Transfer Totals : 9.00 9.00 27.000					
TERM GPA : 3.000 TERM TOTALS : 9.00 9.00 27.000					
CUM GPA : 3.161 CUM TOTALS : 68.00 72.00 195.990					

Official Transcript

Name : Wanda, Matchew D.  
 Student ID: 0237483  
 SSN : 358-86-6450

University of Wisconsin Oshkosh  
 800 Algoma Boulevard  
 Oshkosh, WI 54901  
 United States

Course	Description	Attempted	Earned	Grade	Points	CUM GPA	CUM TOTALS	Attempted	Earned	Grade	Points
Spring 2004											
ENGLISH 316	Adv Comp Social Sci (BN)	3.00	3.00	BC	7.500						
NURSING 202	Human Behavior	3.00	3.00	A	12.000						
NURSING 204	Caring & Foundation	3.00	3.00	BC	7.500						
NURSING 206	Health Assess	2.00	2.00	AB	7.000						
NURSING 207	Health Assess Lab	2.00	2.00	A	8.000						
NURSING 209	Foundations Skills	1.00	1.00	A	4.000						
RELSTDS 104	Religious America (RU) (ES)	3.00	3.00	A	12.000						
TERM GPA :	3.412	17.00	17.00		58.000						
CUM GPA :	3.315	85.00	85.00		253.990						
University Honor Roll											
Spring 2005											
NURSING 314	Adult Health II	3.00	3.00	B	9.000						
NURSING 315	Adult Health II Clinical	3.00	3.00	BC	7.500						
NURSING 319	Lab:Adult Health II	1.00	1.00	A	4.000						
NURSING 322	Sem in Prof Issues	3.00	3.00	A	4.000						
NURSING 346	Pharmacology II	2.00	2.00	BC	5.000						
NURSING 358	Pathophysiology II	2.00	2.00	BC	5.000						
TERM GPA :	2.875	12.00	12.00		34.500						
CUM GPA :	3.194	117.00	121.00		354.490						

Course	Description	Attempted	Earned	Grade	Points	CUM GPA	CUM TOTALS	Attempted	Earned	Grade	Points
Fall 2004											
PSYCH 271	Cross-Cultural Psych. (ES) (SS)	3.00	3.00	A	12.000						
SOC 359	Minority Groups (ES) (SS)	3.00	3.00	B	9.000						
TERM GPA :	3.500	6.00	6.00		21.000						
CUM GPA :	3.235	91.00	95.00		274.990						
Spring 2006											
NURSING 309	Ther Nutrition	2.00	2.00	AB	7.000						
NURSING 311	Lab: Adult Hlth I	1.00	1.00	AB	3.500						
NURSING 312	Adult Health I	3.00	3.00	AB	10.500						
NURSING 313	Ad Hlth I Clin	2.00	2.00	AB	7.000						
NURSING 316	Pharmacology I	2.00	2.00	B	6.000						
NURSING 348	Pathophysiology I	2.00	2.00	BC	5.000						
NURSING 318	Aging Client	2.00	2.00	B	6.000						
TERM GPA :	3.214	14.00	14.00		45.000						
CUM GPA :	3.310	132.00	136.00		404.490						
University Honor Roll											
Fall 2005											
NURSING 421	Dir Clinical Study-Repeatable	2.00	2.00	A	8.000						
NURSING 412	Childbearing Failures (SB)	2.00	2.00	B	6.000						
NURSING 416	Neg. Communities	3.00	3.00	B	9.000						
NURSING 418	Clin: Pen & Comm	3.00	3.00	A	12.000						
NURSING 422	Research	2.00	2.00	B	6.000						
NURSING 424	Children & Adol	2.00	2.00	BC	5.000						
NURSING 428	Clinical: Pediatrics	1.00	1.00	A	4.000						
TERM GPA :	3.333	15.00	15.00		50.000						
CUM GPA :	3.333	147.00	151.00		454.490						
Spring 2006											
NURSING 321	Dir Clinical Study-Repeatable	2.00	2.00	A	8.000						
NURSING 426	Mental Health	3.00	3.00	BC	7.500						

Official Transcript

Name : Wanta, Matthew D.  
 Student ID: 0237483  
 SSN : 388-86-6450

University of Wisconsin Oshkosh  
 800 Algoma Boulevard  
 Oshkosh, WI 54901  
 United States

NURSING 427	Clin Ment Hlth Neg	3.00	3.00 AB	10.500
NURSING 437	Leadership & Mngmt in Nursing	2.00	2.00 A	8.000
NURSING 439	Clinical Synthesis Seminar	4.00	4.00 A	16.000
TERM GPA :	3.571	TERM TOTALS :	14.00	50.000
CUM GPA :	3.246	CUM TOTALS :	146.00	454.490
University Honor Roll				
Undergraduate Career Totals				
CUM GPA :	3.246	CUM TOTALS :	146.00	454.490

..... End of Transcript .....



**CLINICAL FACILITY APPROVAL APPLICATION**

FOR BOARD USE ONLY

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

Approved By: \_\_\_\_\_

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

SCHOOL NAME AND CAMPUS Cerro Coso Community College Kern River Valley Campus  
 VN or  PT (Circle One)

1. NAME OF CLINICAL FACILITY: Ridgecrest Regional Hospital  
 ADDRESS 1081 N. China Lake Blvd  
 CITY Ridgecrest STATE CA ZIP 93555  
 TELEPHONE# (760) 444 3551 FAX# ( )

2. NAME OF FACILITY ADMINISTRATOR James Suvel CEO  
 3. NAME OF FACILITY DIRECTOR Sandy Gilliam DON

4. CONTACT PERSON Margaret Hickman Telephone # 760.446.3131 Email \_\_\_\_\_

5. TYPE OF FACILITY Hospital  
 6. LICENSE STATUS (check one)  
 Licensed  Certified

7. CLIENT POPULATION  
 Adults  Peds  
 Adults/Peds  Geriatrics  
 8. AVERAGE DAILY CENSUS FOR FACILITY (OB/Peds only) 3

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED SURG, Peds, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	OB	Peds			
Average daily census for unit/services	2	1			
# of students possible per unit/services	1	1			

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the students' clinical objectives given to you for review?  Yes  No

B. Are the students' clinical objectives achievable in your facility?  Yes  No

C. Does your facility limit the ratio of instructors to students? # \_\_\_ instructors to # \_\_\_ students.  Yes  No

D. Will the instructor(s) have an orientation to your facility?  Yes  No

E. Are students required to complete a special facility orientation?  Yes  No

F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No

H. Is adequate space available for classes and conferences?  Yes  No

I. Is this space available for uninterrupted use by students and faculty?  Yes  No

If not, what other arrangements have been made? \_\_\_\_\_

See page 2 for Facility Signature.

1. THE FOLLOWING INFORMATION MUST BE COMPLETED FOR EACH STUDENT LEVEL.  
 IF THE CLINICAL EXPERIENCE IS ACHIEVED AT A SATELLITE SITE, CHECK THIS BOX.

LENGTH OF ROTATION PER STUDENT (i.e. days/weeks/hours) \_\_\_\_\_

A. Level of Student	Sem. 3	Sem. 3		
B. Starting Calendar Date	8/14	8/14		
C. Unit/Services	Peds	OB		
D. Number of Students	1	1		
E. Days of Week	T/W	T/W		
F. Start and End Time of Day	0630/1530	0630/1530		
G. Total Hours per Week*	19.6	19.6		
H. Pre-Conference Days & Times	0630-0700	0630-0700		
I. Post-Conference Days & Times	1500-1530	1500-1530		
J. Instructor on Site List Days & Times	T/W 0630-1530	T/W 0630-1530		

\*Days of Week times Time of Day must equal Total Hours per Week

12. Copies of the following documents are required.

- CLINICAL OBJECTIVES FOR EACH STUDENT LEVEL
- PLAN FOR FACULTY ORIENTATION TO FACILITY

13. PROGRAM DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

Did you discuss with the facility:

- A. Students' course description and clinical objectives?  Yes  No
- B. Specific nursing care and procedures required for student achievement of clinical objectives?  Yes  No
- C. The facility's policies and procedures regarding student placement?  Yes  No
- D. The facility's documentation and charting methodology?  Yes  No
- E. The location of emergency and non-emergency equipment?  Yes  No
- F. Emergency and non-emergency procedures?  Yes  No
- G. The scheduling of conference rooms?  Yes  No

14. THIS SIGNATURE CONFIRMS THAT I HAVE REVIEWED AND AGREE WITH THE CONTENTS OF THIS FORM AND ALL ATTACHMENTS.

FACILITY Director's Signature: Jennifer C. Hugbo Date: 6/27/13

FACILITY Director's Printed Name: Jennifer C. Hugbo

15. I HEREBY CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

PROGRAM Director's Signature: Cheryl Gates Date: 6/27/13

PROGRAM Director's Printed Name: Cheryl Gates

**FOR BOARD USE ONLY**

Name of facility representative spoken with: \_\_\_\_\_  Approved  Denied

Comments:

Board Consultant's Signature:

Date:

**CERRO COSO COMMUNITY COLLEGE**  
**Vocational Nursing Program**

**SPECIALTY AREA OBJECTIVES**  
**OB Maternal/Child**

<b>DATE:</b>	<b>STUDENT NAME:</b>
<b>INSTRUCTOR:</b>	<b>SEMESTER:</b>
<b>ASSIGNMENT:</b> Nurse will observe an OB nurse of a labor and delivery patient in the acute care setting. Students will also answer the following questions/objectives. Complete a Plan of Care for one OB patient.	

After the experience at the medical office, the student will be able to:

1. State five goals of the OB Department. Identify the rationale for each goal.

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2. State the purpose for creating a sterile field for labor and delivery.

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3. Identify at least 3 healthcare professionals in the Labor and Delivery Department and their individual function in the acute care setting. Include the educational requirements for each professional.

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4. Discuss the patients' educational needs and the role of the LVN in patient education.

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**CERRO COSO COMMUNITY COLLEGE**  
**Vocational Nursing Program**

5. Discuss the role of the baby nurse in the Labor and Delivery Department. Explain the code situation during the first few minutes after the delivery of the newborn.

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6. Discuss preventative medicine in the Labor and Delivery setting. Focus on the effects of health promotion/ prevention on the clients' wellbeing.

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**CLINICAL FACILITY APPROVAL APPLICATION**

FOR BOARD USE ONLY

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Date Approved \_\_\_\_\_

Approved By: \_\_\_\_\_

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. ALL REQUESTED INFORMATION IS MANDATORY. Failure to provide this information will result in the application being rejected as incomplete.

SCHOOL NAME AND CAMPUS Cerro Coso Community College Kern River Valley Campus  
 (VN) or PT (Circle One)

1. Dr. Miller's Office OF CLINICAL FACILITY:  
 ADDRESS 1081 N. China Lake Blvd  
 CITY Ridgecrest STATE CA ZIP 93555  
 TELEPHONE# 760 446-4875 FAX# ( )

2. NAME OF FACILITY ADMINISTRATOR Bobby Miller MD  
 3. NAME OF FACILITY DIRECTOR Bobby Miller MD

4. CONTACT PERSON Senna Martin Telephone # 760-446-4875  
Name Email

5. TYPE OF FACILITY Physician Office  
 6. LICENSE STATUS (check one)  
 Licensed  Certified

7. CLIENT POPULATION  
 Adults  Peds  
 Adults/Peds  Geriatrics  
 8. AVERAGE DAILY CENSUS FOR FACILITY 25

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED SURG, Peds, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	OB	GYN			
Average daily census for unit/services	15	10			
# of students possible per unit/services	1	1			

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the students' clinical objectives given to you for review?  Yes  No

B. Are the students' clinical objectives achievable in your facility?  Yes  No

C. Does your facility limit the ratio of instructors to students? # \_\_\_ instructors to # \_\_\_ students.  Yes  No

D. Will the instructor(s) have an orientation to your facility?  Yes  No

E. Are students required to complete a special facility orientation?  Yes  No

F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No

H. Is adequate space available for classes and conferences?  Yes  No

I. Is this space available for uninterrupted use by students and faculty?  
 If not, what other arrangements have been made? \_\_\_\_\_  Yes  No

See page 2 for Facility Signature.



THE FOLLOWING INFORMATION MUST BE COMPLETED FOR EACH STUDENT LEVEL.

IF THE CLINICAL EXPERIENCE IS ACHIEVED AT A SATELLITE SITE, CHECK THIS BOX.

LENGTH OF ROTATION PER STUDENT (i.e. days/weeks/hours) T/W 0800-1700

A. Level of Student	<u>Sem. 3</u>			
B. Starting Calendar Date	<u>8/14</u>			
C. Unit/Services	<u>Physician Office/OB/GYN</u>			
D. Number of Students	<u>2</u>			
E. Days of Week	<u>T/W</u>			
F. Start and End Time of Day	<u>0800-1700</u>			
G. Total Hours per Week*	<u>18</u>			
H. Pre-Conference Days & Times	<u>—</u>			
I. Post-Conference Days & Times	<u>—</u>			
J. Instructor on Site	<u>—</u>			
Days				
List Days & Times				

\*Days of Week times Time of Day *must equal* Total Hours per Week

12. Copies of the following documents are required.

- CLINICAL OBJECTIVES FOR EACH STUDENT LEVEL
- PLAN FOR FACULTY ORIENTATION TO FACILITY

13. PROGRAM DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

Did you discuss with the facility:

- A. Students' course description and clinical objectives?  Yes  No
- B. Specific nursing care and procedures required for student achievement of clinical objectives?  Yes  No
- C. The facility's policies and procedures regarding student placement?  Yes  No
- D. The facility's documentation and charting methodology?  Yes  No
- E. The location of emergency and non-emergency equipment?  Yes  No
- F. Emergency and non-emergency procedures?  Yes  No
- G. The scheduling of conference rooms?  Yes  No

14. THIS SIGNATURE CONFIRMS THAT I HAVE REVIEWED AND AGREE WITH THE CONTENTS OF THIS FORM AND ALL ATTACHMENTS.

FACILITY Director's Signature: [Signature] Date: 06/27/2013

FACILITY Director's Printed Name: Bobby R. Miller Jr 06/27/2013

15. I HEREBY CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

PROGRAM Director's Signature: [Signature] Date: 6/27/13

PROGRAM Director's Printed Name: Cheryl Gates RN MSN

FOR BOARD USE ONLY

Name of facility representative spoken with: \_\_\_\_\_  Approved  Denied

Comments:

Board Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CERRO COSO COMMUNITY COLLEGE**  
**Vocational Nursing Program**

**SPECIALTY AREA OBJECTIVES**  
**OB/GYN Medical Clinic**

<b>DATE:</b>	<b>STUDENT NAME:</b>
<b>INSTRUCTOR:</b>	<b>SEMESTER:</b>
<b>ASSIGNMENT:</b> Nurse will prepare the client physically and psychologically for examination by the physician with the assistance of Medical Office's healthcare staff. The will assist assessment/ data collection and in performing office procedures, e.g., vital signs, height, weight, minor sterile procedures, and diagnostic tests. Students will also answer the following questions/objectives.	

After the experience at the medical office, the student will be able to:

1. State five goals of the OB/GYN office. Identify the rationale for each goal.

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2. Identify 3 diagnostic tests performed at medical office. State the rationale for each procedure and the nurses' role during each procedure.

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3. Identify at least 3 healthcare professionals at the Medical office and their individual function in the office setting. Include the educational requirements for each professional.

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4. Discuss the clients' educational needs and the role of the LVN in patient education.

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**CERRO COSO COMMUNITY COLLEGE**  
**Vocational Nursing Program**

5. Discuss the role of the LVN in the medical office setting.

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6. Discuss preventative medicine in the OB/GYN medical office setting. Focus on the effects of health promotion/ prevention on the clients' wellbeing.

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7. State at least 5 areas of client teaching regarding prenatal care that are given to the pregnant women on her first office visit. State at least 3 questions that are asked by the physician or the nurse during follow-up visits. State at least 3 physical parameters that are checked during each prenatal visit.

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8. Identify at least 3 medications commonly prescribed during pregnancy. State at least 5 common over-the-counter medications that are known to cause problems during labor/delivery or cause teratogenic abnormalities.

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9. Identify at least 4 reasons other than pregnancy that a woman may seek assistance from an obstetrician or gynecologist. What medications are most commonly prescribed for women of child-bearing years who are not pregnant?

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STATE AND ECONOMIC DEVELOPMENT AGENCY GOVERNOR RONALD REAGAN  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
 Phone (916) 203-7800 Fax (916) 203-7855 Web www.bvnpt.ca.gov



**CLINICAL FACILITY APPROVAL APPLICATION**

FOR BOARD USE ONLY

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

Approved By: \_\_\_\_\_

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2654 and 2684. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

SCHOOL NAME AND CAMPUS Cerro Coso Community College - Kern River Valley Campus  
(VN) or PT (Circle One)

1. NAME OF CLINICAL FACILITY: Kern Valley Healthcare District  
 ADDRESS: 4412 Laurel Ave P.O. Box 1628  
 CITY: Lake Isabella STATE: CA ZIP: 93240  
 TELEPHONE#: (760) 379-2181 FAX#: (760) 379-0046

2. NAME OF FACILITY ADMINISTRATOR: Timothy McGlew CEO  
 3. NAME OF FACILITY DIRECTOR: Mark Gordon CNO  
 4. CONTACT PERSON: Mark Gordon 760-379-2181 x.253 markgordon@kvhdl.org  
Name Telephone # Email

5. TYPE OF FACILITY: Healthcare District  
SNF/Acute Care Hosp/ER/Rural Health  
 6. LICENSE STATUS (check one)  
 Licensed  Certified  
 7. CLIENT POPULATION  
 Adults  Peds  
 Adults/Peds  Geriatrics  
 8. AVERAGE DAILY CENSUS FOR FACILITY: 107

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OR, MED SURG, Peds, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	SNF	AC HOSP med SURG	Rural Health	ER		
Average daily census for unit/services	59	8/25 bed	20	600/mo		
# of students possible per unit/services	15	4	4	2		

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.
- A. Were the students' clinical objectives given to you for review?  Yes  No
  - B. Are the students' clinical objectives achievable in your facility?  Yes  No
  - C. Does your facility limit the ratio of instructors to students? # 1 instructors to # 15 students.  Yes  No
  - D. Will the instructor(s) have an orientation to your facility?  Yes  No
  - E. Are students required to complete a special facility orientation?  Yes  No
  - F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No
  - G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No
  - H. Is adequate space available for classes and conferences?  Yes  No
  - I. Is this space available for uninterrupted use by students and faculty?  Yes  No
- If not, what other arrangements have been made? \_\_\_\_\_

See page 2 for Facility Signature.

11. THE FOLLOWING INFORMATION MUST BE COMPLETED FOR EACH STUDENT LEVEL.  
 IF THE CLINICAL EXPERIENCE IS ACHIEVED AT A SATELLITE SITE, CHECK THIS BOX.

LENGTH OF ROTATION PER STUDENT (i.e. days/weeks/hours) T/W - 15wk/sem

A. Level of Student	<input checked="" type="checkbox"/> 1 <sup>st</sup> Sem	<input type="checkbox"/> 2 <sup>nd</sup> Sem	<input type="checkbox"/> 3 <sup>rd</sup> Sem
B. Starting Calendar Date	1/6/14	5/12/14	8/25/14
C. Unit/Services			
D. Number of Students			
E. Days of Week	m T/W	m T/W	m T/W
F. Start and End Time of Day	2-4 0630-1530	2-4 0630-1530	2-4 0630-1530
G. Total Hours per Week*	19.6	19.6	19.6
H. Pre-Conference Days & Times	T/W 0630-0700	T/W 0630-0700	T/W 0630-0700
I. Post-Conference Days & Times	T/W 1500-1530	T/W 1500-1530	T/W 1500-1530
J. Instructor on Site	m T/W	m T/W	m T/W
List Days & Times	2-4	2-4	2-4

\*Days of Week times Time of Day must equal Total Hours per Week

12. Copies of the following documents are required:

- CLINICAL OBJECTIVES FOR EACH STUDENT LEVEL
- PLAN FOR FACULTY ORIENTATION TO FACILITY

13. PROGRAM DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

Did you discuss with the facility:

- A. Students' course description and clinical objectives?  Yes  No
- B. Specific nursing care and procedures required for student achievement of clinical objectives?  Yes  No
- C. The facility's policies and procedures regarding student placement?  Yes  No
- D. The facility's documentation and charting methodology?  Yes  No
- E. The location of emergency and non-emergency equipment?  Yes  No
- F. Emergency and non-emergency procedures?  Yes  No
- G. The scheduling of conference rooms?  Yes  No

14. THIS SIGNATURE CONFIRMS THAT I HAVE REVIEWED AND AGREE WITH THE CONTENTS OF THIS FORM AND ALL ATTACHMENTS.

FACILITY Director's Signature: [Signature] Date: 6-27-13

FACILITY Director's Printed Name: MARK GORDON

15. I HEREBY CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

PROGRAM Director's Signature: [Signature] Date: \_\_\_\_\_

PROGRAM Director's Printed Name: Cheryl Gates RN MSN

FOR BOARD USE ONLY

Name of facility representative spoken with: \_\_\_\_\_  Approved  Denied

Comments:

Board Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Clinical Reasoning Worksheet

Chief complaint/History of present illness:

Student Name \_\_\_\_\_

Pt initials \_\_\_\_\_ RM \_\_\_\_\_

What clinical data is relevant to the nurse?

The rationale:

Personal/Social history:

Diet order:

Allergies:

What is the underlying cause/pathophysiology of this concern?

What is the relationship of your patient's past medical history (PMH) and current medications?



How do these lab values relate to the complaint?

CBC	Current	Admission
WBC (4.5 – 11.0)		
HGB (12 – 18)		
Gender related		
HCT (37 – 52)		
Gender related		
PLTS (150 – 450)		
Neut % (42 – 72)		

Rationale:

How do these labs relate to the patient?

Basic Metabolic panel	Current	Admission
Sodium (135-145)		
Potassium (3.3-5.0)		
Glucose (70-110)		
Calcium (8.5-10.2)		
Magnesium (1.8-2.6)		
Phosphorus (3.0-4.5)		
Lactate (<2.6)		
BUN (7-25)		
Creatinine (0.5-1.3)		
Chloride (97-107)		

Rationale:

How do these labs relate to the patient?

Coags	Current	Admission
PT/INR (<1.3)		
PTT		
Heparin		

Rationale:



Liver panel & GI labs	Current	Admission
Albumin (3.5-5.0)		
Total Bili (<1.6)		
Alk Phos (34-104)		
ALT (10-42) SGOT		
AST (10-42) SGPT		
Amylase (25-125)		
Lipase (22-51)		

How do these labs relate to the patient?

Rationale:

Urinary Analysis	Current	Admission
Color (yellow)		
Clarity (clear)		
Sp. Grav (1.002-1.030)		
Protein (neg)		
Glucose (neg)		
Ketones (neg)		
Blood (neg)		
Nitrate (neg)		
RBC's (0-2)		
WBC's (0-5)		
Bacteria (0-few)		
Epithelial (0-few)		

How do these labs relate to the patient?

Rationale:

Cardiac	Current	Admission
Troponin (<0.05)		
CK total (26-104)		
CK-MB (<8)		
BNP (<101)		

How do these labs relate to the patient?

Rationale:

Arterial Blood Gases	Current	Admission
pH (7.35-7.45)		
pO2 (80-100)		
pCO2 (35-45)		
HCO3 (18-26)		
O2 sats (>92)		
Oxygen delivery		

How do these labs relate to the patient?

Rationale:

Thyroid panel	Current	Admission
T4 (4-11)		
T3 uptake (10-26)		
Free T4 (0.8-1.8)		
T3 Total (75-220)		
TSH (0.5-5.0)		

How do these labs relate to the patient?

Rationale:

One disease process often influences the development of other illnesses. Based on your knowledge of pathophysiology, in your patient, which disease likely developed first that is responsible for starting the “domino effect” in their life?

- 1.
- 2.
- 3.
- 4.

What body system(s) will you focus on and thoroughly assess based on the patients primary problem?

What nursing priority will guide your plan of care for this patient?

Rationale:

What interventions will you initiate based on this priority?

Nursing Interventions	Rationale	Expected Outcome
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

What is the worst possible complication to anticipate?

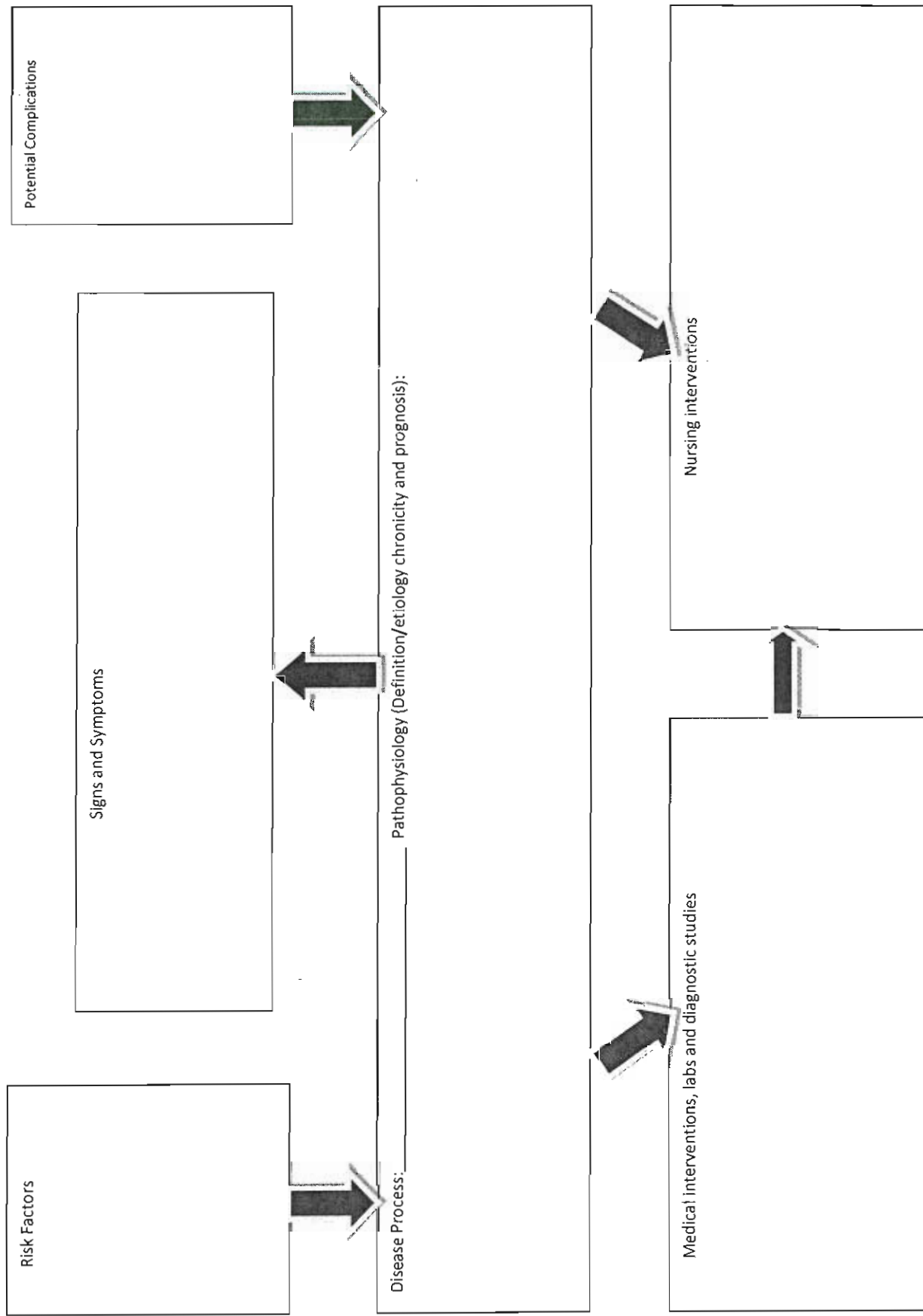
Rationale:

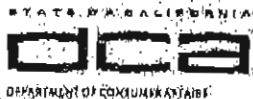
**Medical Management: The rationale for treatment and the expected outcomes.**

Choose at least 3-5 Physician orders that are written that are most relevant to your patient based on their primary reason/chief complaint.

NEW-MD orders/meds	Rationale	Expected Outcome
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**Pathophysiology Concept Map**





## CLINICAL FACILITY APPROVAL APPLICATION

<i>FOR BOARD USE ONLY</i>
Date Approved: _____
Approved By: _____

**INSTRUCTIONS:** Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

SCHOOL NAME AND CAMPUS Cerro Coso Community College - Kern River Valley Campus  
 (VN) or PT (Circle One)

1. NAME OF CLINICAL FACILITY: Pediatrics Plus  
 ADDRESS 409 W. Drummond  
 CITY Ridgecrest STATE CA ZIP 93555  
 TELEPHONE# (760) 371-2128 FAX# (760) 371-1043

2. NAME OF FACILITY ADMINISTRATOR Victoria Schauf  
 3. NAME OF FACILITY DIRECTOR Victoria Schauf

4. CONTACT PERSON Victoria Schauf Telephone # 760.371.2128 Email \_\_\_\_\_

5. TYPE OF FACILITY Physician Office  
 6. LICENSE STATUS (check one)  Licensed  Certified

7. CLIENT POPULATION  Adults  Peds  Adults/Peds  Geriatrics  
 8. AVERAGE DAILY CENSUS FOR FACILITY 35

9. **FACILITY DIRECTOR:** PLEASE INDICATE THE UNITS/SERVICES (OB, MED SURG, Peds, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	Average daily census for unit/services	# of students possible per unit/services			
<u>Peds</u>	<u>35</u>	<u>2</u>			

10. **FACILITY DIRECTOR:** PLEASE ANSWER THE FOLLOWING QUESTIONS.
- A. Were the students' clinical objectives given to you for review?  Yes  No
  - B. Are the students' clinical objectives achievable in your facility?  Yes  No
  - C. Does your facility limit the ratio of instructors to students? # \_\_\_ instructors to # \_\_\_ students.  Yes  No
  - D. Will the instructor(s) have an orientation to your facility?  Yes  No
  - E. Are students required to complete a special facility orientation?  Yes  No
  - F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No
  - G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No
  - H. Is adequate space available for classes and conferences?  Yes  No
  - I. Is this space available for uninterrupted use by students and faculty?  Yes  No
- If not, what other arrangements have been made? \_\_\_\_\_

See page 2 for Facility Signature.

11. THE FOLLOWING INFORMATION MUST BE COMPLETED FOR EACH STUDENT LEVEL.  
 IF THE CLINICAL EXPERIENCE IS ACHIEVED AT A SATELLITE SITE, CHECK THIS BOX.

LENGTH OF ROTATION PER STUDENT (i.e. days/weeks/hours) T/W

A. Level of Student	<u>Sem 3</u>			
B. Starting Calendar Date	<u>8/14</u>			
C. Unit/Services	<u>Peds</u>			
D. Number of Students	<u>2</u>			
E. Days of Week	<u>T/W</u>			
F. Start and End Time of Day	<u>0800-1700</u>			
G. Total Hours per Week*	<u>18</u>			
H. Pre-Conference Days & Times	<u>—</u>			
I. Post-Conference Days & Times	<u>—</u>			
J. Instructor on Site	Days			
List Days & Times	Times			

\*Days of Week times Time of Day *must equal* Total Hours per Week

12. Cons of the following documents are required.

CLINICAL OBJECTIVES FOR EACH STUDENT LEVEL  
 PLAN FOR FACULTY ORIENTATION TO FACILITY

13. **PROGRAM DIRECTOR:** PLEASE ANSWER THE FOLLOWING QUESTIONS.  
 Did you discuss with the facility:

A. Students' course description and clinical objectives?  Yes  No  
 B. Specific nursing care and procedures required for student achievement of clinical objectives?  Yes  No  
 C. The facility's policies and procedures regarding student placement?  Yes  No  
 D. The facility's documentation and charting methodology?  Yes  No  
 E. The location of emergency and non-emergency equipment?  Yes  No  
 F. Emergency and non-emergency procedures?  Yes  No  
 G. The scheduling of conference rooms?  Yes  No

14. THIS SIGNATURE CONFIRMS THAT I HAVE REVIEWED AND AGREE WITH THE CONTENTS OF THIS FORM AND ALL ATTACHMENTS.

FACILITY Director's Signature: Victoria Schauf Date: 6-27-13  
 FACILITY Director's Printed Name: Victoria Schauf MD

15. I HEREBY CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

PROGRAM Director's Signature: Cheryl Gates Date: 6/26/13  
 PROGRAM Director's Printed Name: Cheryl Gates RN MSN

Name of facility representative spoken with: \_\_\_\_\_  Approved  Denied

Comments:

Board Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



CERRO COSO COMMUNITY COLLEGE

SPECIALTY AREA OBJECTIVES

CHILD DEVELOPMENT CENTER

Student Name: \_\_\_\_\_ Semester \_\_\_\_\_

Date of Experience \_\_\_\_\_ Instructor \_\_\_\_\_

ASIGNMENT

The student will participate in activities with children of various ages focusing on the different age groups. The student will identify physical, psychosocial, and behavioral skills for these groups. The student will answer the following questions/objectives. Use additional paper if necessary.

(NOTE: References are available for the student's use the Child Development Center Library.)

After the experience in the Child Development Center, the student will be able to:

1. State at least 3 goals of the center. Identify the rationale for each goal.

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2. Identify the ages that are seen at the Child Development Center. Given an example of at least 2 fine motor skills observed for each age group. Identify at least 2 toys that a child uses fine motor skills and 2 toys using gross motor skills for each group.

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3. Identify at least 2 socialization behaviors observed for 2 different age groups. State at least 1 example of socialization for each age group. State at least 2 examples of positive approaches to management of unacceptable behaviors.

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4. State at least 4 areas of hygiene that are a concern in a Child Development Center. Identify at least 3 management techniques to prevent spread of infectious diseases. State at least 2 responsibilities of the staff in the Center when a child is suspected of being or becoming ill while at the Center.

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CERRO COSO COMMUNITY COLLEGE – VOCATIONAL NURSING PROGRAM

SPECIALTY AREA OBJECTIVES

5. State at least 2 responsibilities of the staff if child abuse or neglect is suspected. State the protocol for reporting child abuse or neglect for the staff. Identify the role of the nurse when child abuse is suspected.

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6. Identify the role of play for at least 2 different age groups. Compare and contrast play techniques for these groups. State at least 2 specific examples of play for each age group.

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7. Identify at least 2 examples of verbalization for each age group. State at least 1 technique for reinforcement of verbalization provided by the staff. Identify the expected tooth formations for each group. Identify at least 2 specially prepared foods that are served to each age group. Identify the sleep/rest patterns for each age.

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8. Discuss the role of the staff of the Child Development Center. Differentiate the role of the Center employees and the role of the parents. What educational background is required to be employed at the Center?

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9. Identify by example at least 2 differences in developmental growth in 2 children of the same age. State the rationale for these differences.

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CERRO COSO COMMUNITY COLLEGE – VOCATIONAL NURSING PROGRAM

SPECIALTY AREA OBJECTIVES

10. Identify 3 visual methods of anti-bias curriculum in the classroom. Identify at least 2 verbal statements by the Center staff that promote self-esteem and empower the young child.

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11. Summarize your feelings and concerns of your experience in the Child Development center.

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Cerro Coso Community College Kern River Valley Campus  
CLINICAL EVALUATION

Student \_\_\_\_\_ Semester \_\_\_\_\_ Instructor \_\_\_\_\_

Upon completion of this evaluation period: #1 #2 #3  
Inclusive Dates: \_\_\_\_\_

	S	NI	U	S	NI	U	S	NI	U
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- I. The student will demonstrate PROFESSIONAL CONDUCT as manifested by:
1. Observance of school attendance policies. \_\_\_\_\_
  2. Observance of school dress code. \_\_\_\_\_
  3. Observance of hospital rules and procedures. \_\_\_\_\_
  4. Exercising proper safety practices. \_\_\_\_\_
  5. Maintaining willingness to accept responsibility. \_\_\_\_\_
  6. Reflecting progressive learning skills. \_\_\_\_\_

- II. The Student will demonstrate ADJUSTMENT TO THE SVN/LVN ROLE as manifested by:
1. Maintaining a positive attitude towards the student role. \_\_\_\_\_
  2. Maintaining a positive attitude towards the staff and fellow students. \_\_\_\_\_
  3. Accepting and following instructions. \_\_\_\_\_
  4. Asking for clarification when necessary. \_\_\_\_\_
  5. Being reliable in role performance. \_\_\_\_\_
  6. Completing written, verbal, and patient care assignments that display initiative and learning. \_\_\_\_\_
  7. Maintaining emotional stability. \_\_\_\_\_
  8. Maintaining honesty and integrity. \_\_\_\_\_
  9. Remaining cognizant of consequences of dismissal from school for patient abandonment, assault, battery, or neglect. \_\_\_\_\_

III. The student will demonstrate RESPONSIBILITY for the care of patient(s) as manifested by demonstrating:

1. Transference of learning from theory to clinical situations. \_\_\_\_\_
2. Capability of performance under stressful situations. \_\_\_\_\_
3. Performance with minimum direction or instruction. \_\_\_\_\_
4. Willingness to adapt to changing situations. \_\_\_\_\_

IV. The Student will demonstrate LEADERSHIP SKILLS by:

1. Demonstrating appropriate organizational skills. \_\_\_\_\_
2. Assisting with assignments of patients. \_\_\_\_\_
3. Assisting with the delegation of peer responsibilities. \_\_\_\_\_
4. Assisting with evaluation of peer performance. \_\_\_\_\_
5. Organizing and participating in patient care conferences. \_\_\_\_\_

Key: S= Satisfactory (Minimum standards of clinical objectives successfully completed) U=Unsatisfactory (One or more objectives not successfully completed as specified within the evaluation; lacking basic knowledge, skills, behaviors, and/or understanding of objectives. Two Unsatisfactory areas will result in a clinical failure.) NI=Needs Improvement (Expected level of knowledge base, demonstration of skills, behaviors, or abilities, and/or understanding of objectives is insufficient for expected level of abilities. Three objectives marked as NI is equivalent to one Unsatisfactory.)

Cerro Coso Community College Kern River Valley Campus

	#1			#2			#3		
	<u>S</u>	<u>NI</u>	<u>U</u>	<u>S</u>	<u>NI</u>	<u>U</u>	<u>S</u>	<u>NI</u>	<u>U</u>

V. The student will demonstrate successful COMMUNICATION SKILLS by:

1. Informing staff of the patients' current and/or changing status.	---	---	---	---	---	---
2. Informing the instructor of the patients' current or changing conditions.	---	---	---	---	---	---
3. Reporting to staff, peers and instructor before leaving the unit for breaks, lunch or at the end of the shift.	---	---	---	---	---	---
4. Communicating the needs of the patient to the appropriate team members.	---	---	---	---	---	---
5. Maintaining appropriate and effective non verbal communication skills.	---	---	---	---	---	---

VI. The student will demonstrate ability to formulate the NURSING PROCESS by:

1. Developing an appropriate problem list.	---	---	---	---	---	---
2. Relating labs to the medical diagnosis.	---	---	---	---	---	---
3. Including all required medication cards.	---	---	---	---	---	---
4. Relating the rationale for labs, treatments, and medications.	---	---	---	---	---	---
5. Utilizing acceptable and appropriate Nursing diagnoses.	---	---	---	---	---	---
6. Including expected measurable outcomes.	---	---	---	---	---	---
7. Individualizing the care plan to the patient.	---	---	---	---	---	---
8. Including psychosocial aspects of care.	---	---	---	---	---	---
9. Incorporating patient education into the plan.	---	---	---	---	---	---
10. Documenting the care plan and assessments in the chart using the required hospital format.	---	---	---	---	---	---

Instructor Comments

Evaluation #1

Evaluation #2

Evaluation #3


Student Comments


**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**ADMISSION CRITERIA**

**1. QUALIFICATIONS** for the Vocational Nursing Program

- a. You must be at least 17 years of age
- b. You must have a high school diploma or equivalent
- c. You must be physically and mentally capable of meeting the theory and clinical objectives of the program.

**2. ADVISORIES/PREREQUISITES – All prerequisites must be completed with a “C” or better prior to entering the Vocational Nursing Program.**

**Advisory:**

- a. Reading level 1, Writing level 2, Math level 2

**Prerequisites: (Effective January 1, 2013)**

- a. Certified Nursing Assistant or equivalent
- b. PSYC C101
- c. CSCI 070 or demonstrate competency
- d. HCRS C150
- e. BIOL C125 or
- f. BIOL C251 and
- g. BIOL C255

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**SCREENING/SELECTION CRITERIA**

**Application Packet and Enrollment Period**

Please bring all materials to the Counseling Center during the ENROLLMENT PERIOD. The dates of each enrollment period may differ for each class start so it is important that you check with the Counseling Center for the exact dates. Upon acceptance into the VN Program, you must have the following items in your application packet.

1. Completed CCCC Vocational Nursing Program Application
2. Copy of high school diploma or equivalent and/or high school transcripts sent to CCCC.
3. College transcripts and/or a copy of a college degree(s), if applicable, sent to CCCC. Your transcripts may temporarily indicate a course in progress for a VN prerequisite. However, an official transcript showing a grade of "C" or better for any prerequisite must be submitted prior to start of VN program.
4. Copy of CNA certificate

**Admissions Process**

1. Each student's application packet is reviewed for completeness. Incomplete packets will not be accepted. It is the student's responsibility to obtain all information and complete his/her packet in a timely manner.
2. Mandatory attendance at a group information meeting
3. Pretesting on specified dates in the Counseling Center in the areas of reading comprehension, math abilities, and language ability.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**SELECTION PROCESS**

The applications are reviewed to ensure all requirements have been met by each applicant. The completed applicants are entered into selection by a random draw. Each applicant's name is drawn and placed in sequential order starting with number one and ending with the last applicant drawn. The first fifteen (15) applicant names will be selected to begin the Vocational Nursing Program.

A maximum of 15 students are admitted to the Vocational Nursing Program. Initial acceptance of one or more alternate students may be chosen from the sequential list of applicants. The alternate may officially enroll in the program if space becomes available during only the nursing fundamental's section of the first semester (i.e. one of the 15 accepted students drops from the program). For detailed information on alternates, please consult the Director of the Program.

When a candidate receives notification that he/she has been admitted into the Vocational Nursing Program, the student will receive information about the items listed below. Final acceptance into the Program is contingent upon satisfactory completion of the following:

1. Physical Exam (form provided by CCCC)
2. Tuberculosis skin test or chest x-ray
3. MMR and/or other immunizations
4. Drug and alcohol screen
5. Background check
6. Finalized transcripts

As a condition of admission to the Vocational Nursing Program with a clinical component, in the Kern Community College District, all students are required to submit to and pass a designated drug and alcohol screen. (Refer to: Policy 4G-KCCD) The initial drug screen, physical exam, TB testing, background checks, and finalized transcripts are at the student's expense. Additional drug screens may be requested at the discretion of an instructor. The funds for additional requested drug screens will be provided by the college.



**Cerro Coso Community College Kern River Valley Campus**

In accordance with the application process the proposed number of students and frequency of admissions to the proposed program are:

**15 students admitted every other January starting with January 2014**

School: Cerro Coso Community College  
 Kern River Valley Campus

ENROLLMENT TABLE

Date: June 26, 2013

CLASS ADMISSION DATE Please list all classes, previous, current, proposed/ projected.	CLASS DESCRIPTION DAY/EVE/FULL or PART-TIME, etc Class letter or number, Day or Eve.	CLASS COMPLETION DATE	# Admitted				# GRADUATED OR REMAINING
			# Originally Admitted	# Alternates	# Re-Admitted	Other Adds	
01/2014 Projected Start Date	Full time Day	12/2014	15				
<b>TOTAL</b>			15				

## Maternity and Pediatric Tracking Form

**Cerro Coso Community College  
Kern River Valley Campus**

**The purpose of this form is to delineate the program's presentation of theory instruction and clinical experience in Maternity Nursing and Pediatric Nursing to enrolled students and to ensure that every student receives the number of hours of theory instruction and clinical training consistent with the Board - approved curriculum.**

**List each student assignment for Maternity Nursing and Pediatric Nursing. Include both theory instruction and clinical experience, according to the program's instructional plan. Fill in the corresponding week of theory instruction and clinical experience from the program's instructional plan (IP). Modify the form as needed to show the number of students you are requesting and the number of weeks in your terms.**

Students	IP Wk #1	IP Wk #2	IP Wk #3	IP Wk #4	IP Wk #5	IP Wk #6	IP Wk #7	IP Wk #8	IP Wk #9	IP Wk #10	IP Wk #11	IP Wk #12	IP Wk #13	IP Wk #14	IP Wk #15	IP Wk #	IP Wk #
1.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
2.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
3.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
4.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
5.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
6.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
7.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
8.	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	3.4 M 21.6 C	3.6 M 21.6 C	3.6 M 21.6 C	21.6 C			3.6 P	3.6 P	3.0 P	3.4 P	2.0 M 1.4 P		
9.	3.6 M	3.4 M	3.6 M	3.6 M	3.4 M	3.6 M	3.6 M	21.6 C	21.6 C	21.6 C	3.6 P 21.6 C	3.6 P 21.6 C	3.0 P 21.6 C	3.4 P 21.6 C	2.0 M 1.4 P 21.6 C		
10.	3.6 M	3.4 M	3.6 M	3.6 M	3.4 M	3.6 M	3.6 M	21.6 C	21.6 C	21.6 C	3.6 P 21.6 C	3.6 P 21.6 C	3.0 P 21.6 C	3.4 P 21.6 C	2.0 M 1.4 P 21.6 C		
11.	3.6 M	3.4 M	3.6 M	3.6 M	3.4 M	3.6 M	3.6 M	21.6 C	21.6 C	21.6 C	3.6 P 21.6 C	3.6 P 21.6 C	3.0 P 21.6 C	3.4 P 21.6 C	2.0 M 1.4 P 21.6 C		
12.	3.6 M	3.4 M	3.6 M	3.6 M	3.4 M	3.6 M	3.6 M	21.6 C	21.6 C	21.6 C	3.6 P 21.6 C	3.6 P 21.6 C	3.0 P 21.6 C	3.4 P 21.6 C	2.0 M 1.4 P 21.6 C		



**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**GRADING POLICY**

Grades for classroom (Theory) objectives are assigned as follows:

90 – 100%	=	A
80 - 89%	=	B
75 - 79%	=	C
Below 75%	=	F

The grading scale for clinical objectives is Credit (Pass) or No Credit (Fail).

**To progress in the program, the student must meet objectives and simultaneously pass both the clinical and theory portions of the semester.**

1. A failure to comply with the SVN General Conduct, SVN Dismissal Policy, or exhibits any behavior listed (but not limited to) the guidelines of the SVN Student Misconduct may result in the SVN's immediate dismissal from the SVN Program. No remediation, verbal warning, Deficiency Notice, Probation Notice, or retesting is required.

**2. Semester 1 Fundamentals**

A student who receives below a 75% cumulative theory grade in Fundamentals and/or who is unable to meet Fundamentals Skills Lab clinical objectives is subject to dismissal from the Program.

3. To progress in the SVN Program a SVN student must show cumulative and successful completion of the course objectives simultaneously in **BOTH** classroom (theory) and clinical settings.

a. A cumulative semester Grade Point Average of 75% is required to continue in the SVN Program.

b. The minimal passing grade on **ALL** theory work is 75%. Students who make below 75% are subject to dismissal.

i. If a student makes below 75% on any testing material in one semester, the instructor will provide remediation assignments and a makeup exam. A Deficiency will be issued. If the student makes below a 75% again on same objectives, the student will be placed on Academic Probation.

ii. If a student makes below 75% a second time (in same semester) on any tested material, the student will be placed on Academic Probation. A Probation Notice will be issued. Remediation assignments and exam will be provided. If the student makes below a 75% again on the same objectives, the student may be dismissed from the SVN Program.

iii. If a student receives a grade of 75% for a third time (in same semester) on any tested material, the student may be dismissed from the Student Vocational Nursing Program.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**GRADING POLICY**

iv. Examinations missed due to absences must be made up as soon as possible or within two days after return to class. No makeup testing will be allowed for unexcused absences and a grade of zero will be given. The highest possible score on any makeup exam is 75%.

v. **Special Circumstances** – With the SVN Program Director’s approval, students with validated special circumstances (emergency surgery, etc) may be given full credit for makeup examinations when the exam is taken after the scheduled regular testing.

c. Clinical grades are assigned credit/no credit (Pass/Fail). Failure to meet clinical objectives will result in a no credit grade and the student will be dismissed from the Vocational Nursing Program.

i. The student must satisfactorily complete cumulative objective to earn a clinical Pass.

ii. A student who is demonstrating unsatisfactory or marginal completion of clinical objectives may be given a verbal warning, Deficiency Notice or Probation Notice. Remediation assignments will be provided to improve the student’s ability to meet minimum clinical skills requirements.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**

**Kern River Valley Campus**

**CREDIT GRANTING POLICY**

1. Transfer credit will be granted to applicants who have successfully completed academic courses, class and/or clinical, within the past five years. Included are programs for vocational or practical nursing, registered nursing, psychiatric technician, armed services, and certified nursing assistant. In addition, related courses such as nutrition, growth and development, anatomy and physiology, pharmacology, and psychology will be credited.

- a. Official transcripts or similar documentation must be provided
- b. Total hours of clinical practice must be documented
- c. When the college unit system has not been used, units will be assigned based on number of clock hours, according to the basic formula
- d. A description of classes may be required and should be given to the Director for evaluation
- e. A written performance assessment may be required for establishing need for remediation
- f. The above should be submitted at least thirty days prior to admission unless other arrangements have been made with the Director.

2. Students who have acquired knowledge and/or skills in a non-traditional setting, including non-certified nursing assistants can be given credit if course competencies are met.

- a. Petition for credit by examination should be obtained from the Office of Admissions and Records to be approved by the College Petitions Committee and filed with the Director of the Vocational Nursing Program one semester prior to admission, or by special arrangement with the Director.
- b. The examination will be scheduled by the Director and will be evaluated by the same or similar criteria as exist for generic students in the SVN Program.
- c. Objectives will be available for those who apply for credit by exam.
- d. The grade will be posted in the student's record by Admission and Records, indicated as "credit by examination".
- e. The student may attempt credit by examination only once in the same course.
- f. Challenge examination may be written and/or practical.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**CREDIT GRANTING POLICY**

3. Students must enroll and complete the third semester of the program.



**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**ATTENDANCE POLICY**

1. Students are expected to attend class regularly and promptly, and to notify the appropriate instructor or Director, when absence is necessary. All absences must be excused.
2. Students are required to successfully meet classroom (theory) and clinical objectives. Repeated failures to meet classroom and clinical objectives may result in the student being dropped from the Student Vocational Nursing Program.
3. Students will be responsible for completing make-up assignments that may be necessary to meet the objectives due to absence/s. In the classroom or in the clinical area make-up assignments will be based on the missed objectives and needs of the individual student.
  - a. All missed clinical days are to be made up. The instructor or Director may assign specific projects which may be completed in the Skills Lab or other location/s as determined by the instructor or Director. Absences in excess of 2 per semester limit the student's ability to meet clinical objectives which may result in a clinical failure and dismissal from the Program.
  - b. In the classroom students are responsible for material covered and to make up any examinations within two days of return to classes. Arrangements should be made with the appropriate instructor. Excessive absences limit the student's ability to meet classroom objectives which may result in theory failure and dismissal from the Program.
  - c. Any student who arrives after the start of any exam will be allowed only the time remaining to complete the test. No extra time is allowed unless specifically arranged for in advance of the program. Students who arrive after the start of a Pop Quiz will not be allowed to sit for the quiz.
4. Tardiness and leaving early in the classroom or the clinical setting are not acceptable. Excessive tardiness or leaving early demonstrates a lack of professionalism and a failure to meet objectives. Students who arrive at their classroom or clinical assignments any time after the assigned arrival time and/or leaves early are subject to receiving a Deficiency/Probation Notice for failure to achieve objectives. The student is subject to dismissal from the Program. If the student is late or leaves early from the clinical setting, the time may be subtracted from the total hours of the day and is subject to makeup.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**  
**Kern River Valley Campus**  
**ATTENDANCE POLICY**

5. Students will be notified by either the Instructor and/or Director when they are failing to meet objectives satisfactorily, and will be given opportunity to meet objectives within a reasonable time limit.

**CERRO COSO COMMUNITY COLLEGE VOCATIONAL NURSING PROGRAM**

**Kern River Valley Campus**

**STUDENT GRIEVANCES**

**POLICY**

If a situation arises in which a student has a complaint or grievance regarding grades, instruction, or other topics related to the instruction of the SVN curriculum the following procedure is in effect:

**PROCEDURE**

1. Make an appointment to discuss the matter with your instructor, if applicable.  
If not resolved ....
2. Make an appointment to discuss the matter with the Director of the Vocational Nursing Program.  
If not resolved ....
3. Make an appointment to discuss the matter with the Dean of Career Technical Education.  
If not resolved ....
4. Make an appointment to discuss the matter with the Vice President of Student Learning.

The Student Vocational Nurse has the right to contact the Board of Vocational Nursing and Psychiatric Technicians of concerns relating to the Cerro Coso Community College Vocational Nursing Program.

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
916.263.7800

# Policy 4F10

## Student Complaint Policy

**4F10** Student Complaint Policy--The Vice President, Student Services, or designee shall be responsible for the administration of the student complaint policy.

See **Procedures 4F10(a and b)** of this Manual for the Student Complaint and Hearing Panel procedures. *(Revised March 16, 1995)*

**4F10A** This student complaint policy is designed to consider an alleged wrong against a student. Efforts will be made to resolve a complaint in a timely and fair manner. *(Added January 7, 1993)*

**4F10B** Students who contend they have been treated unfairly have the right, without fear of reprisal, to use a written procedure in their attempt to right an alleged wrong. See **Procedures 4F10(a and b)** of this Manual for the Student Complaint and Hearing Panel procedures. *(Added January 7, 1993)*

## Procedures 4F10 (a & b)

### Student Complaint Procedures

The Student Complaint Procedures are established so that students can resolve difficulties/problems they encounter in College-related activities. Student complaints are taken seriously; therefore, the complaint must be of a compelling, substantive, and verifiable nature. Repeated filings of the same complaint, filings of a frivolous nature, or capricious complaints against school personnel will be considered abuse of the student conduct and/or complaint process. Such repeated filings will be referred to the College President for a decision.

1. These procedures apply to student complaints such as:

- Course content
- Access to classes
- Verbal or physical abuse by faculty, staff, or students
- Faculty member refusal to confer with student(s)
- Harassment

These procedures do not apply to student complaints which involve:

- Unlawful Discrimination (See **Policy 11D4**)
- Sexual Harassment (See **Policy 11D2**)
- Assignment of grades (See **Policy 4C4C** for final grade changes)

2. The College President will determine and publicize which administrative office will receive and administer student complaints.

3. Any party to a complaint may be represented by one (1) person on the College staff or student body.
4. Filing of complaints against any party is a serious undertaking. Prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, the student(s) should contact the staff member involved in an attempt to resolve the issue. If this attempt is not feasible or does not resolve the problem, the student(s) may initiate Level I action. Complaints may not be filed after ninety (90) instructional days from the date of the incident leading to the complaint.
5. Notices sent to the last address available in the records of the College and deposited in the United States mail, postage prepaid, shall be presumed to have been received and read.

### **Informal Complaint Process**

Prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, student(s) should attempt to resolve the issue by contacting the staff or faculty member involved. If the student(s) are hesitant to communicate directly with the staff or faculty member, they can enlist the assistance of the faculty chair\*\* to facilitate and mediate the process. If the attempt is not feasible or does not resolve the problem, the student(s) may initiate Level I action. Complaints may not be filed after ninety (90) instructional days from the date of the incident leading to the complaint.

### **Level I**

The student(s) should contact the office of the staff member's immediate supervisor/designee. At the time of contact, the student(s) should complete and submit a Level I "Initial Student Complaint Form" which will be available in the supervisor's office. The student(s) will be given an appointment to meet with the immediate supervisor/designee at this time. The appointment to meet shall be within ten (10) instructional days of notice of the occurrence to the alleged incident.

At the time of the appointment, the student(s) and the immediate supervisor/designee will attempt to resolve the issue in a satisfactory manner. All Level I conferences may be tape recorded with the concurrence of both parties. (These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.)

If the complainant fails to appear for the scheduled appointment, the Level I complaint process shall be terminated and the complainant shall have no further recourse.

Subsequent to the student(s) meeting with the immediate supervisor/designee, the latter shall meet and confer with the staff member(s) involved in an effort to resolve the complaint. If possible, this meeting shall be within five (5) instructional days of the student(s) meeting with the immediate supervisor/designee.

After meeting with student(s) and staff member(s), the immediate supervisor/designee shall notify the parties involved of his/her suggestion for resolution. If this resolution is acceptable to the complainant(s), the immediate supervisor/designee shall complete the Level I "Information/Disposition Form" and submit copies of it to the complainant(s), the staff member(s) and maintain the original in a suitable file.

If the immediate supervisor/designee does not resolve the complaint to the complainant's satisfaction, the complainant may, within ten (10) instructional days of the decision, file with the appropriate administrator a request to move the complaint to Level II.

At the written request of the student(s), action on the complaint may be delayed until the term of the class is completed. In this event, the appropriate administrator may delay any further action on the complaint until the next semester.

In the event of a group complaint, at most two (2) students shall be chosen to carry the complaint forward.

## **Level II**

Under certain circumstances, and in the interest of fairness to all parties, the immediate supervisor/designee may refer the complaint to Level II immediately. The immediate supervisor/designee shall notify the student(s), staff member(s), and appropriate administrator when the referral has been made to Level II.

If the complainant(s) choose(s) to move the complaint to Level II, he/she/they must complete a "Request to Appeal from Level I Recommendation" form.

Within ten (10) instructional days of receiving the request (either the immediate supervisor's/designee's referral or the student(s)' appeal), the appropriate administrator shall investigate the allegations and convene a conference of the student(s), the staff member(s), and the staff member(s)' immediate supervisor/designee.

All Level II conferences shall be tape recorded by the appropriate administrator. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.

If a complaint is filed within the last thirty (30) instructional days of the semester or the last ten (10) instructional days of summer school, the appropriate administrator may delay any further action on the complaint until the next academic term.

The student(s) bringing the complaint and the staff member(s) being complained against must be present at this conference. Under compelling circumstances this meeting may involve teleconferencing. At this meeting, an attempt will be made to resolve the issue(s) and agree upon the remedy.

If the complainant fails to appear for this conference, except for good cause, the Level II complaint process shall be terminated, and the complainant shall have no further recourse.

Following this Level II conference, the appropriate administrator shall, within five (5) instructional days, provide his/her written decision and the basis for the decision. Copies of this decision shall be sent to the student(s), the staff member(s), the immediate supervisor/designee, and the appropriate Vice President.

The student(s) bringing the complaint and/or staff member(s) being complained against may challenge the Level II decision by proceeding to Level III.

### **Level III**

If the student(s) and/or the staff member(s) challenge(s) the Level II decision he/she/they must file a written appeal (See "Request to Appeal from Level II Recommendation" form) within ten (10) instructional days of notification of the Level II decision. This Level III appeal shall be filed with the appropriate Vice President.

The appropriate Vice President must be provided with copies of all written materials, recordings, and any other documents generated regarding the complaint at Levels I and II.

The purpose of Level III is to make one last attempt to resolve the issues to the satisfaction of the parties involved. To that end, the appropriate Vice President shall, within ten (10) instructional days of receiving the referral assemble the complainant(s), the staff member(s), the appropriate administrator from Level II, the immediate supervisor/designee. (This meeting shall be tape recorded by the appropriate Vice President. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.)

If the appropriate Vice President is able to resolve the difference(s)/complaint(s), such resolution shall be established in written form and shall be validated by the signatures of all parties involved. This agreement shall become part of the file and copies of same shall be made available to the complainant(s), staff member(s), appropriate administrator, immediate supervisor/designee.

If the appropriate Vice President is unable to resolve the difference(s)/complaint(s) he/she shall assemble the Hearing Panel within ten (10) instructional days of that determination. He/she shall provide the Hearing Panel with the procedure to be used and answer any procedural questions which may arise. [See Student Complaint Hearing Panel **Procedure 4F10(b)**]

Approved by Chancellor's Cabinet  
January 12, 1993

Revised 01/11/94; Renumbered 04/21/94; Revised 03/21/95; Renumbered 06/01/95; Revised 10/02/01; Chancellor's Executive Council 12/13/2005; District Consultation Council 05/18/09

## **Student Complaint Hearing Panel Procedures**

### **Basis for Hearing**

The Student Complaint Procedures are established so that students can resolve difficulties/problems which they encounter in College related activities. Student complaints are taken seriously. Therefore, the complaint must be of a compelling, substantive, and verifiable nature. If the complaint cannot be resolved at Levels I, II or III, then a Hearing Panel shall be convened to hear the student complaints that reach Level IV.

### **The Hearing Panel**

Each College shall appoint a Standing Committee from which a panel will be chosen to hear student complaint appeals beyond Level III of the Student Complaint Procedures. The College standing committee shall be composed of eight (8) members. Members shall be appointed each August to serve through July as follows:

- Two (2) faculty members appointed by the Academic Senate President
- Two (2) classified staff appointed by the CSEA or Classified Senate President
- Two (2) students appointed by the Associated Student Body President
- Two (2) administrators appointed by the College President

### **Composition of Hearing Panel**

The non-voting Chair of the Hearing Panel (not a Standing Committee member) shall be appointed by the College President. The Student Complaint Hearing Panel shall be composed of selected members of the Standing Committee and an ad hoc member as follows:

1. If the complaint is against a faculty member, the Hearing Panel shall consist of:
  - Two (2) faculty members
  - One (1) student member
  - One (1) classified member
  - One (1) administrator
  - One (1) ad hoc voting member appointed by the Academic Senate President
2. If the complaint is against an administrator, the Hearing Panel shall consist of:
  - Two (2) administrators
  - One (1) student member
  - One (1) faculty member
  - One (1) classified member
  - One (1) ad hoc voting member appointed by the College President
3. If the complaint is against a classified staff member, the Hearing Panel shall consist of:
  - Two (2) classified members
  - One (1) faculty member
  - One (1) administrator
  - One (1) student member
  - One (1) ad hoc voting member appointed by the CSEA or Classified Senate President



## **Student Complaint Hearing Panel Procedures**

### ***Notifications***

When a Student Complaint Hearing Panel is to be convened, the appropriate administrator shall prepare and personally deliver or mail a written notice to the parties involved, including the Hearing Panel members, not less than ten (10) instructional days prior to the hearing. Notices personally delivered shall be evidenced by a signed receipt. Notices sent to the last address available in the records of the College and deposited in the United States mail, postage prepaid, return receipt requested, shall be presumed to have been received and read.

The notice shall specify the date, time, and place of the hearing and shall include all data pertinent to the complaint from Levels I, II and III, the Student Complaint Policies and Procedures, and these Hearing Panel Procedures. The notice shall also include a statement apprising each party of his/her/their right to: (1) self-representation or representation by a member of the College staff or student body, (2) present witnesses, and (3) cross-examine witnesses presented by the opposing party.

### ***Hearing Preparation***

The appropriate administrator shall be responsible for making the necessary arrangements for the hearing. Arrangements shall include scheduling a room, providing for a tape recorder, providing notice to the parties as provided above; notifying members of the Hearing Panel, and any other arrangements.

Either the student(s) or the staff member(s) complained against may challenge any member of the Hearing Panel for cause. Grounds for cause include any personal involvement in the situation giving rise to the grievance, any statement made on the matters at issue, or any other act or statement indicating that a person could not act in an impartial manner. Any challenge must be made in writing, not less than five (5) instructional days prior to the hearing. Challenges shall be considered by the appropriate administrator. If a challenge is upheld, the appropriate administrator shall direct that an alternate be appointed to the Hearing Panel.

### ***Right to Representation***

The student(s) and the staff member(s) may represent themselves, or may be represented by another student or staff member. Neither the student(s) nor the staff member(s) may be represented by any person not in the College community. Neither the student(s) nor the staff member(s) may be represented by an attorney acting in the role of legal advocate.

### ***Right to Advisor***

The student(s) and the staff member(s) have the right to be assisted by any advisor they choose. The advisor may be an attorney. However, the advisor, while permitted to attend the hearing, shall not be permitted to participate directly. In other words, the advisor shall not be allowed to address the Hearing Panel, cross examine witnesses, or make arguments on behalf of his/her advisee.

## Guidelines for Student Complaint Hearings

Hearings shall be conducted by the Hearing Panel according to the following guidelines:

The Chair of the Hearing Panel shall preside over the Hearing and make decisions regarding procedure. The Chair's procedural decisions shall be final. In hearings involving more than one (1) accused student, the Chair may conduct separate hearings for each student.

All proceedings of the hearing shall be recorded using audio and/or audio video recorders. The recording of the Hearing shall be the exclusive property of the College and the Kern Community College District and shall be maintained by the appropriate administrative officers. To protect the integrity and confidentiality of the proceedings, no other recording or transcription shall be allowed.

All hearings shall be closed. All witnesses shall be excluded from the hearing except when testifying. Admission of any person to the hearing shall be at the discretion of the Chair.

The Chair shall call the hearing to order, introduce the parties, and announce the purpose of the hearing, e.g., "*This Hearing meets pursuant to **Level III of the Student Complaint Procedures** to hear a complaint brought by \_\_\_\_\_ against - \_\_\_\_\_, and make findings of fact and recommendations for action to the College President.*"

The Chair shall distribute copies of the written complaint to the Hearing Panel members, read the complaint aloud, and ask the parties if they have reviewed the allegations. The Chair shall explain the procedures to be followed during the hearing.

The Hearing Panel may consider only allegations filed by the student(s) at Levels I and II of the Student Complaint Procedures.

The complainant, the staff member(s) being grieved against, and the Hearing Panel shall have the privilege of presenting witnesses, subject to the right of cross-examination. Witnesses shall only be identified at the hearing. The panel Chair shall retain the right to limit the amount of time allowed for the complainant's case, rebutting evidence, argument, examination of witnesses and the number of witnesses. Each side must, however, be granted equal time to present their cases.

Each party shall be afforded the opportunity to make an opening statement. This statement may not exceed five (5) minutes in length. After the opening statements, each party shall have the opportunity to present relevant evidence and testimony.

Formal rules of evidence shall not apply. All relevant evidence is admissible, including, but not limited to, statements of witnesses and relevant documents. The Chair shall decide on these matters.

The student(s) has (have) the burden of proving that the allegation(s) is (are) true. The student(s) will present evidence in support of the allegation(s) first. Subsequently, the staff member(s) may present evidence to refute the allegation(s).

Each party shall be afforded an opportunity to make a closing statement. This statement may not exceed five (5) minutes in length. The complainant shall close first. Subsequently, the Hearing Panel shall retire to deliberate with only the members of the panel and the panel chair present.

The Hearing Panel shall make its decision and/or recommendation(s) based on the preponderance of evidence presented at the hearing and relevant to the allegations filed at Levels I and II of the Student Complaint Procedures. In situations where a consensus cannot be achieved, the decision or recommendation(s) shall be made by a simple majority vote.

## **Procedures Subsequent to the Student Complaint Hearing**

### **Notifications**

Within five (5) instructional days of the hearing, the Chair shall deliver to the College President the written recommendation(s) arrived at by consensus or by majority vote of the panel members. Minority opinion(s) may be attached to the majority report. The recommendations to the College President are advisory.

Within five (5) instructional days of receiving the Hearing Panel's recommendation(s), the College President shall render a decision. This decision shall be communicated, in writing, to the complainant(s), the parties grieved against, appropriate supervisor(s) and administrator(s), and the Hearing Panel Chair and members. The decision of the College President is final.

### ***Confidentiality of Records***

All reports, records, transcripts, tapes, etc., which are made a part of the hearing shall be retained in the office of the appropriate Vice President.

All such reports, records, transcripts, tapes, etc., shall be held confidential except as required by law.

## **COMPLAINT PROCESS NOTICE**

Most complaints, grievances, or disciplinary matters should be resolved at the campus level. This is the quickest and most successful way of resolving issues involving a California Community College (CCC).

You are encouraged to work through the campus complaint process first before escalating issues to any of the following resources. Issues that are not resolved at the campus level may be presented:

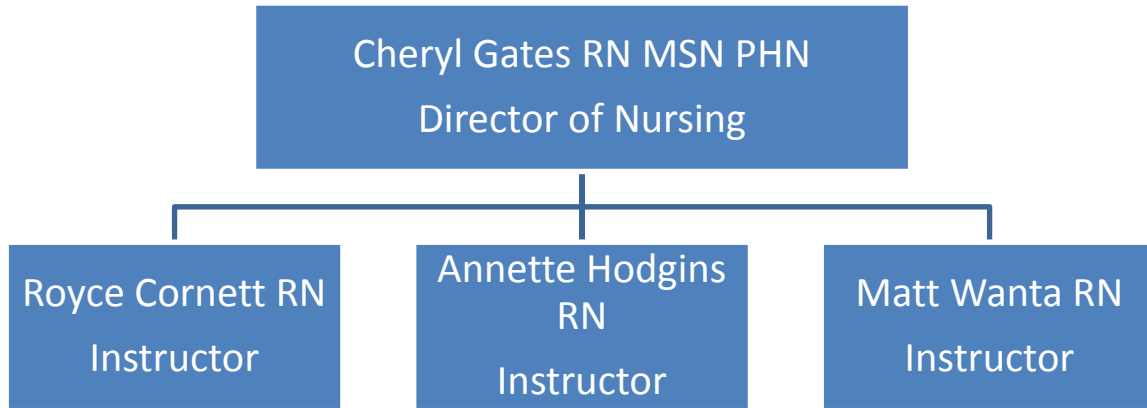
- To the Accrediting Commission for Community and Junior Colleges (ACCJC) at <http://www.accjc.org/complaint-process> if your complaint is associated with academic program quality and accrediting standards. ACCJC is the agency that accredits the academic programs of the California Community Colleges.
- To the CCC Chancellor's Office by completing the **web form**, available at <http://www.californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx#complaintForm>, if your complaint does not concern CCC's compliance with academic program quality and accrediting standards.

Approved by Chancellor's Cabinet  
January 12, 1993

Revised 1/11/94; Renumbered 4/21/94; Revised 3/21/95; Renumbered 6/01/95; Revised 10/02/01; Chancellor's Executive Council 12/13/2005

**REVISED NOV 2011**

**Cerro Coso Community College  
Kern River Valley Campus  
LVN Organizational Chart**



**CERRO COSO COMMUNITY COLLEGE KERN RIVER VALLEY CAMPUS**

In compliance with the C6 Grant the proposed start date for this new program will be:

**JANUARY 2014**

## **CERRO COSO COMMUNITY COLLEGE KERN RIVER VALLEY CAMPUS**

### **DESCRIPTION OF GEOGRAPHIC AREA AND COMMUNITY**

1. The Vocational Nursing Program for the Kern River Valley Campus will be serving rural, isolated, communities of the southern Sierra Nevada mountain range in Kern County. These communities will include Lake Isabella, Kernville, Onyx, Weldon, Johnsondale, Bodfish and Wofford Heights. Together these communities cover approximately 90 square miles and serve a population of over 13,000.

The service area known as the Southern Sierras draws a tremendous number of tourists and vacationers for fishing, hiking, camping, skiing and many other outdoor recreational pursuits. During the summer months, the population is estimated to double. This increase in population creates a significant demand for all resources, in particular health care. Due to the large number of campers and tourists on the lake, the health care system experiences a significant number of visits related to these activities – fractures, near drowning, burns, illnesses, and other related injuries.

The area is considered remote with small pockets of rural areas (250 or fewer persons per square mile). It also has limited road access to the north and south due to the Sierra Nevada Mountains.

**CERRO COSO COMMUNITY COLLEGE KERN RIVER VALLEY CAMPUS  
CLINICAL AFFILIATIONS**

Within this area there is one critical access hospital with 25 beds, a SNF unit with 60 bed, a 7 bed ER, and a rural health clinic. There are also several physician clinics and urgent care facilities in the area. For the Pediatric and Maternal Child rotations, the students will need to travel to the Ridgecrest area (60 miles) and utilize the Ridgecrest Regional Hospital facility and pediatric and OB physician offices.

The only other program currently using any of these facilities is the Cerro Coso Community College program located in Ridgecrest, which also utilizes Ridgecrest Regional Hospital and the pediatric and OB clinics. With scheduling of the students, there will be no hardship experienced in the facilities.

# Lake Isabella, California

Coordinates: 35°37′05″N 118°28′23″W﻿ / ﻿35.61806°N 118.47306°W﻿ / 35.61806; -118.47306

From Wikipedia, the free encyclopedia

**Lake Isabella** (formerly, **Isabella** and **Kernville**)<sup>[2]</sup> is a census-designated place (CDP) in the southern Sierra Nevadas, in Kern County, California, United States, located near Lake Isabella. Lake Isabella is located 35 miles (56 km) east-northeast of Bakersfield,<sup>[3]</sup> at an elevation of 2513 feet (766 m).<sup>[2]</sup> The population was 3,466 at the 2010 census, up from 3,315 at the 2000 census.

## Contents

- 1 Geography
- 2 History
- 3 Demographics
  - 3.1 2010
  - 3.2 2000
- 4 References
- 5 External links

## Geography

Lake Isabella is located at

35°37′05″N 118°28′23″W﻿ / ﻿35.61806°N 118.47306°W﻿ / 35.61806; -118.47306<sup>[2]</sup>

According to the United States Census Bureau, the CDP has a total area of 22.1 square miles (57 km<sup>2</sup>), over 98% of it land.



Aerial: Lake Isabella

Lake Isabella is at the confluence of the North and South

Forks of the Kern River. These rivers are 'wild', in that they are not controlled by any dam upstream. Upstream on the North

Lake Isabella	
<span>—</span> <span> </span> <span> </span> <b>census-designated place</b> <span> </span> <span> </span> <span>—</span>	
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Location in Kern County and the state of California

Coordinates: 35°37′05″N 118°28′23″W﻿ / ﻿35.61806°N 118.47306°W﻿ / 35.61806; -118.47306



Fork white water enthusiasts play in the spring and early summer. The famous Golden Trout originate in these rivers in the high country to the north.

## History

When the Europeans first explored this area they found it mostly populated by a couple of Indian tribes, the Tubatulabals and by a few Paiute-Shoshone. The Tubatulabals were a happy, friendly people. The name, "Tubatulabal" means "those who go out and gather Pinyon nuts". They were referred to by other Indians as the 'happy talkers' because their language was filting and full of laughter. The Paiutes were from the deserts to the north east across the Sierras. The two tribes were closely related by marriage ties. 'Paiute' is taken from an Indian word meaning 'fly eaters'. An important part of the Paiute diet was a flour made from dried ground up brine-fly larva. These larva swarm thickly in the salt lakes of the desert basins.

The Tubatulabals coexisted peacefully with the white settlers for the most part. In 1863 there was a massacre of the Tubatulabals and some Paiutes by the U.S. Cavalry. A casual researcher will find differing accounts of this massacre. One account is found in the Handbook of North Americans - California Volume 8, 1978. Another is in one of local historian Bob Powers earlier books on Kern Valley. The accounts differ considerably.

The area east of the lake, along the South Fork, was first settled by cattle ranchers in the early 1850s. As the ranching operations grew and prospered, they began to raise hay in the lower, temperate valley to feed the cattle in the winter. From spring until autumn the cowboys would tend the cattle up in the high country of the Sierras. In this dry mountain area there are many lush mountain meadows in nearly every direction from Lake Isabella. The Kern Plateau is directly NE of Lake Isabella and varies from 7,000 feet (2,100 m) to 10,000 feet (3,000 m) elevation. It has tall timber, many streams and much vegetation useful for cattle graze. The cattlemen also ran cattle in the desert areas beyond Walkers Pass.

In 1857 a gold rush to the Whiskey Flat area in the early 1850s brought a flood of new faces to the lower North Fork area, and in the mountains and canyons nearby.

The town of Isabella was founded by Steven Barton in 1893 and named in honor of Queen Isabella of Spain while her name was current during the 1893 Columbian Exposition.<sup>[4]</sup> Lake Isabella was created by a dam on the Kern River in 1953 forcing the town to move about 1.5 miles (2.4 km) south of the original site.<sup>[3]</sup> The Isabella post office, which had opened in 1896, operated at the new site until the name was changed to Lake Isabella in 1957.<sup>[4]</sup>



Lake Isabella along Lake Isabella Blvd.



Lake Isabella from Hwy 155



Snow on the mountains.

The dam's reservoir also inundated Kernville, a later name for Whiskey Flat. Most of Kernville was relocated to higher ground nearby.

The area is a mecca for hikers, boaters, water skiers, fishermen, birders, hunters, wind surfers, kayakers, and other outdoor recreationists. Tourist trade is a major part of the area's economy.

## Demographics

### 2010

The 2010 United States Census<sup>[5]</sup> reported that Lake Isabella had a population of 3,466. The population density was 156.6 people per square mile (60.4/km<sup>2</sup>). The racial makeup of Lake Isabella was 3,069 (88.5%) White, 6 (0.2%) African American, 96 (2.8%) Native American, 18 (0.5%) Asian, 7 (0.2%) Pacific Islander, 73 (2.1%) from other races, and 197 (5.7%) from two or more races. Hispanic or Latino of any race were 339 persons (9.8%).

The Census reported that 3,466 people (100% of the population) lived in households, 0 (0%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

There were 1,621 households, out of which 384 (23.7%) had children under the age of 18 living in them, 566 (34.9%) were opposite-sex married couples living together, 218 (13.4%) had a female householder with no husband present, 104 (6.4%) had a male householder with no wife present. There were 138 (8.5%) unmarried opposite-sex partnerships, and 14 (0.9%) same-sex married couples or partnerships. 592 households (36.5%) were made up of individuals and 299 (18.4%) had someone living alone who was 65 years of age or older. The average household size was 2.14. There were 888 families (54.8% of all households); the average family size was 2.76.

The population was spread out with 666 people (19.2%) under the age of 18, 299 people (8.6%) aged 18 to 24, 653 people (18.8%) aged 25 to 44, 1,106 people (31.9%) aged 45 to 64, and 742 people (21.4%) who were 65 years of age or older. The median age was 47.2 years. For every 100 females there were 95.2 males. For every 100 females age 18 and over, there were 91.9 males.

There were 2,164 housing units at an average density of 97.8 per square mile (37.7/km<sup>2</sup>), of which 1,019 (62.9%) were owner-occupied, and 602 (37.1%) were occupied by renters. The homeowner vacancy rate was 5.6%; the rental vacancy rate was 8.5%. 2,088 people (60.2% of the population) lived in owner-occupied housing units and 1,378 people (39.8%) lived in rental housing units.

### 2000

As of the census<sup>[6]</sup> of 2000, there were 3,315 people, 1,526 households, and 877 families residing in the CDP. The population density was 150.0 people per square mile (57.9/km<sup>2</sup>). There were 2,168 housing units at an average density of 98.1 per square mile (37.9/km<sup>2</sup>). The racial makeup of the CDP was



View of Lake Isabella from Caliente-Bodfish Road west of town.

90.44% White, 0.06% Black or African American, 1.90% Native American, 0.81% Asian, 0.06% Pacific Islander, 2.50% from other races, and 4.22% from two or more races. 6.76% of the population were Hispanic or Latino of any race.

There were 1,526 households out of which 21.9% had children under the age of 18 living with them, 41.9% were married couples living together, 10.3% had a female householder with no husband present, and 42.5% were non-families. 37.6% of all households were made up of individuals and 22.0% had someone living alone who was 65 years of age or older. The average household size was 2.17 and the average family size was 2.83.

In the CDP the population was spread out with 23.0% under the age of 18, 6.0% from 18 to 24, 19.7% from 25 to 44, 23.5% from 45 to 64, and 27.8% who were 65 years of age or older. The median age was 46 years. For every 100 females there were 89.2 males. For every 100 females age 18 and over, there were 84.4 males.

The median income for a household in the CDP was \$19,813, and the median income for a family was \$24,800. Males had a median income of \$24,896 versus \$18,523 for females. The per capita income for the CDP was \$11,452. About 18.2% of families and 20.5% of the population were below the poverty line, including 25.2% of those under age 18 and 13.8% of those age 65 or over.<sup>[*citation needed*]</sup>

## References

- ↑ U.S. Census ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt))
- ↑ <sup>*a b c d*</sup> U.S. Geological Survey Geographic Names Information System: Lake Isabella, California ([http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3:::NO::P3\\_FID:1652739](http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3:::NO::P3_FID:1652739))
- ↑ <sup>*a b*</sup> Durham, David L. (1998). *California's Geographic Names: A Gazetteer of Historic and Modern Names of the State*. Quill Driver Books. p. 1058. ISBN 9781884995149.
- ↑ <sup>*a b*</sup> Durham, David L. (2000). *Durham's Place Names of Central California: Includes Madera, Fresno, Tulare, Kings & Kern Counties* ([http://books.google.com/books?id=\\_f3oxY4\\_GSUC](http://books.google.com/books?id=_f3oxY4_GSUC)). Quill Driver Books. p. 132. ISBN 978-1-884995-33-0.
- ↑ All data are derived from the United States Census Bureau reports from the 2010 United States Census, and are accessible on-line here (<http://factfinder2.census.gov>). The data on unmarried partnerships and same-sex married couples are from the Census report DEC\_10\_SF1\_PCT15. All other housing and population data are from Census report DEC\_10\_DP\_DPDP1. Both reports are viewable online or downloadable in a zip file containing a comma-delimited data file. The area data, from which densities are calculated, are available on-line here ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt)). Percentage totals may not add to 100% due to rounding. The Census Bureau defines families as a household containing one or more people related to the householder by birth, opposite-sex marriage, or adoption. People living in group quarters are tabulated by the Census Bureau as neither owners nor renters. For further details, see the text files accompanying the data files containing the Census reports mentioned above.
- ↑ "American FactFinder" (<http://factfinder.census.gov>). United States Census Bureau. Rctrieved 2008-01-31.

## External links

Retrieved from "http://en.wikipedia.org/w/index.php?title=Lake\_Isabella,\_California&oldid=551874461"

Categories: Census-designated places in Kern County, California | Sierra Nevada (U.S.)

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■ This page was last modified on 23 April 2013 at 23:34.

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# Kernville, California

Coordinates: 35°45′17″N 118°25′31″W﻿ / ﻿35.754722°N 118.425000°W﻿ / 35.754722; -118.425000

From Wikipedia, the free encyclopedia

*For the former town, see Kernville (former town), California.*

**Kernville** is a census-designated place (CDP) in the southern Sierra Nevada, in Kern County, California, United States.<sup>[2]</sup> Kernville is located 42 miles (68 km) northeast of Bakersfield,<sup>[3]</sup> at an elevation of 2667 feet (813 m).<sup>[2]</sup> The population was 1,395 at the 2010 census, down from 1,736 at the 2000 census.

## Contents

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## History

The Kern River, Kernville and the Kern Valley they occupy were named after artist and topographer Edward Kern, who accompanied John C. Fremont on his 1845 expedition. They camped at what was a fork of two rivers, now the middle of Lake Isabella. An 1858 gold rush led to the formation of a town briefly called Rogersville, which was soon renamed Whiskey Flat after a bar opened.<sup>[4]</sup> In 1864, the town was renamed Kernville.

After decades of planning, the Isabella Dam project began in 1948. As a result, Kernville was moved upstream to its present location at the tip of the northeast fork of the man-made lake. The town has since continued to maintain its gold rush and

<b>Kernville</b>
— census-designated place —
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<div><div><div><div><div><span></span><div><div><span><span></span></span></div><div><div>Kernville</div></div></div></div><div></div><span>Location in Kern County and the state of California</span></div></div></div><div><div><div><div><span></span><div><div><span><span></span></span></div><div><div>Coordinates: <span><span><span><span><span>35°45′17″N</span> <span>118°25′31″W</span></span></span><span><span>﻿</span> / <span>﻿</span></span><span><span>35.754722°N 118.425000°W</span><span><span>﻿</span> / <span>35.754722; -118.425000</span></span></span></span></span></div></div></div></div></div></div></div></div>
<div> <div><div><b>Country</b></div></div> <ul style="list-style-type: none"><li><span><span></span></span> United States</li></ul> </div> <div> <div><div><b>State</b></div></div> <ul style="list-style-type: none"><li><span><span></span></span> California</li></ul> </div> <div> <div><div><b>County</b></div></div> <ul style="list-style-type: none"><li>Kern</li></ul> </div>
<div> <div><div><b>Government</b></div></div> <ul style="list-style-type: none"><li><b>•</b> <b>Senate</b> Jean Fuller (R)</li><li><b>•</b> <b>Assembly</b> Shannon Grove (R)</li><li><b>•</b> <b>U. S. Congress</b> Kevin McCarthy (R)</li></ul> </div>
<div> <div><div><b>Area</b><sup>[1]</sup></div></div> <ul style="list-style-type: none"><li><b>•</b> <b>Total</b> 12.676<span> </span>sq<span> </span>mi (32.830<span> </span>km<sup>2</sup>)</li><li><b>•</b> <b>Land</b> 12.368<span> </span>sq<span> </span>mi (32.033<span> </span>km<sup>2</sup>)</li><li><b>•</b> <b>Water</b> 0.308<span> </span>sq<span> </span>mi (0.797<span> </span>km<sup>2</sup>) 2.43%</li></ul> </div>
<div> <div><div><b>Elevation</b><sup>[2]</sup></div></div> <ul style="list-style-type: none"><li>2,667<span> </span>ft (813<span> </span>m)</li></ul> </div>
<div> <div><div><b>Population</b> (2010)</div></div> <ul style="list-style-type: none"><li><b>•</b> <b>Total</b> 1,395</li><li><b>•</b> <b>Density</b> 110/sq<span> </span>mi (42/km<sup>2</sup>)</li></ul> </div>

old west roots to attract tourists and take advantage of nearby natural scenery and activities. The town's original location is slightly east of Wofford Heights. Foundations and such can still be seen when the lake is low. The famous Mountain Inn, built mainly to house movie stars and crew before the 1948 move, is now (partially) at the new Kernville, renamed the River View Lodge.<sup>[5]</sup>

Whiskey Flat Days is the annual celebration of the historic wild west days of the area. Parade, wild west shootouts and historic camps, carnival, vendors and rodeo or just part of the festivities put on every President's Day weekend and attended by thousands of visitors.

The post office, established at the original site in 1868 was moved to the new site in 1951.<sup>[3]</sup>

The original townsite is now registered as California Historical Landmark #132.<sup>[6]</sup>

## Points of interest

Kernville has a large tourist industry centered on the white water rapids of the Kern River. While white water rafting is the main attraction, one can also enjoy mountain biking, rock climbing, and other outdoor activities. Fly fishing is also popular; in particular, the golden trout is highly sought after for catch and release fishing. Downtown Kernville has an Old West look and contains a number of restaurants, antique shops and motels. The Kern Valley Museum<sup>[7]</sup> houses a collection of historical items and displays. The nearby Kern Valley Airport is a popular general aviation destination for pilots, with on-site services including riverside camping and restaurant. The Needles granite formations about 25 miles toward the northern end of the valley are visible from some higher elevation locations.

## Demographics

### 2010

The 2010 United States Census<sup>[8]</sup> reported that Kernville had a population of 1,395. The population density was 110.1 people per square mile (42.5/km<sup>2</sup>). The racial makeup of Kernville was 1,257 (90.1%) White, 1 (0.1%) African American, 19 (1.4%) Native American, 7 (0.5%) Asian, 0 (0.0%) Pacific Islander, 33 (2.4%) from other races, and 78 (5.6%) from two or more races. Hispanic or Latino of any race were 82 persons (5.9%).

The Census reported that 1,387 people (99.4% of the population) lived in households, 8 (0.6%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

There were 723 households, out of which 111 (15.4%) had children under the age of 18 living in them, 312 (43.2%) were opposite-sex married couples living together, 57 (7.9%) had a female householder with no husband present, 28 (3.9%) had a male householder with no wife present. There were 40 (5.5%)

<b>Time zone</b>	PST (UTC-8)
<b>• Summer (DST)</b>	PDT (UTC-7)
<b>ZIP code</b>	93238
<b>Area code(s)</b>	760
<b>FIPS code</b>	06-38310
<b>GNIS feature ID</b>	1660834
<b>Website</b>	
<b>California Historical Landmark</b>	
<b>Reference No.</b>	132

unmarried opposite-sex partnerships, and 5 (0.7%) same-sex married couples or partnerships. 282 households (39.0%) were made up of individuals and 132 (18.3%) had someone living alone who was 65 years of age or older. The average household size was 1.92. There were 397 families (54.9% of all households); the average family size was 2.50.

The population was spread out with 184 people (13.2%) under the age of 18, 74 people (5.3%) aged 18 to 24, 197 people (14.1%) aged 25 to 44, 521 people (37.3%) aged 45 to 64, and 419 people (30.0%) who were 65 years of age or older. The median age was 55.8 years. For every 100 females there were 97.3 males. For every 100 females age 18 and over, there were 98.9 males.

There were 1,072 housing units at an average density of 84.6 per square mile (32.7/km<sup>2</sup>), of which 532 (73.6%) were owner-occupied, and 191 (26.4%) were occupied by renters. The homeowner vacancy rate was 5.1%; the rental vacancy rate was 13.5%. 1,018 people (73.0% of the population) lived in owner-occupied housing units and 369 people (26.5%) lived in rental housing units.

## 2000

As of the census<sup>[9]</sup> of 2000, there were 1,736 people, 800 households, and 482 families residing in the CDP. The population density was 137.5 people per square mile (53.1/km<sup>2</sup>). There were 1,210 housing units at an average density of 95.9 per square mile (37.0/km<sup>2</sup>). The racial makeup of the CDP was 90.55% White, 0.21% Black or African American, 2.07% Native American, 0.69% Asian, 0.06% Pacific Islander, 2.19% from other races, and 3.23% from two or more races. 8.18% of the population were Hispanic or Latino of any race.

There were 800 households out of which 15.4% had children under the age of 18 living with them, 50.6% were married couples living together, 7.4% had a female householder with no husband present, and 39.8% were non-families. 34.3% of all households were made up of individuals and 19.9% had someone living alone who was 65 years of age or older. The average household size was 1.99 and the average family size was 2.50.

In the CDP the population was spread out with 20.2% under the age of 18, 3.6% from 18 to 24, 17.2% from 25 to 44, 28.4% from 45 to 64, and 30.6% who were 65 years of age or older. The median age was 52 years. For every 100 females there were 111.7 males. For every 100 females age 18 and over, there were 94.0 males.

The median income for a household in the CDP was \$28,352, and the median income for a family was \$33,409. Males had a median income of \$43,875 versus \$16,648 for females. The per capita income for the CDP was \$23,159. About 15.4% of families and 17.3% of the population were below the poverty line, including 23.4% of those under age 18 and 8.9% of those age 65 or over.

## Transportation

The city is served by the Kern Valley Airport, three miles south of town. The airport features a fly-in campground on site. An airfield cafe serves both pilots and visitors.<sup>[10]</sup>



Guide sign at southeast side of town along Sierra Way.



## Geography

### Climate

Climate type occurs primarily on the periphery of the true deserts in low-latitude semiarid steppe regions.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Average high °C (°F)	14 (57)	17 (63)	21 (69)	26 (78)	29 (85)	36 (96)	39 (103)	38 (100)	34 (94)	28 (82)	20 (68)	16 (60)	26.5 (79.6)
Average low °C (°F)	−1 (31)	2 (36)	5 (41)	9 (49)	13 (56)	18 (65)	22 (72)	21 (69)	17 (62)	11 (51)	3 (38)	−1 (31)	9.9 (50.1)
Precipitation mm (inches)	86 (3.4)	91 (3.6)	56 (2.2)	43 (1.7)	10 (0.4)	3 (0.1)	3 (0.1)	10 (0.4)	8 (0.3)	8 (0.3)	46 (1.8)	64 (2.5)	428 (16.8)
<i>Source: Weatherbase</i> <sup>[11]</sup>													

## External links

- <http://www.netwaiter.com/pizzabarn/locations/kernville/>
- Kernville Chamber of Commerce (<http://www.kernvillechamber.org/>)
- <http://www.city-data.com/city/Kernville-California.html>

## References

1. ^ U.S. Census ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt))
2. ^<sup>a</sup> ^<sup>b</sup> ^<sup>c</sup> U.S. Geological Survey Geographic Names Information System: Kernville, California ([http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3::NO::P3\\_FID:1660834](http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3::NO::P3_FID:1660834))
3. ^<sup>a</sup> ^<sup>b</sup> Durham, David L. (1998). *California's Geographic Names: A Gazetteer of Historic and Modern Names of the State*. Quill Driver Books. p. 1055-1056. ISBN 9781884995149.
4. ^ Durham, David L. (1998). *California's Geographic Names: A Gazetteer of Historic and Modern Names of the State*. Quill Driver Books. p. 1055-1056. ISBN 9781884995149.
5. ^ <http://www.riverviewlodge.net/history.htm> River View Lodge's official website
6. ^ "Kernville" (<http://ohp.parks.ca.gov/ListedResources/Detail.aspx?num=132>). Office of Historical Preservation, California State Parks. Retrieved 2012-10-07.
7. ^ "Kern Valley Museum" (<http://www.kernvalleymuseum.org>).
8. ^ All data are derived from the United States Census Bureau reports from the 2010 United States Census, and are accessible on-line here (<http://factfinder2.census.gov>). The data on unmarried partnerships and same-sex married couples are from the Census report DEC\_10\_SF1\_PCT15. All other housing and population data are from Census report DEC\_10\_DP\_DPDP1. Both reports are viewable online or downloadable in a zip file containing a comma-delimited data file. The area data, from which densities are calculated, are available on-line here ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt)). Percentage totals may not add to 100% due to rounding. The Census Bureau defines families as a household containing one or more people related to the householder by birth, opposite-sex marriage, or adoption. People living in group quarters are tabulated by the Census Bureau as neither owners nor renters. For further details, see the text files accompanying the data files containing the Census reports mentioned above.
9. ^ "American FactFinder" (<http://factfinder.census.gov>). United States Census Bureau. Retrieved 2008-01-31.
10. ^ "Kernville Fly In" (<http://www.160knots.com/kernvalley.htm>).



- <sup>11</sup>. <sup>^</sup> "Weatherbase: Historical Weather for Kernville, CA" (<http://www.weatherbase.com/weather/weather.php3?s=650924&cityname=Zihuatanejo-Guerrero>). Weatherbase. 2013. Retrieved on April 23, 2013.

Retrieved from "[http://en.wikipedia.org/w/index.php?title=Kernville,\\_California&oldid=552927679](http://en.wikipedia.org/w/index.php?title=Kernville,_California&oldid=552927679)"

Categories: Census-designated places in Kern County, California

| Populated places established in 1848 | Sierra Nevada (U.S.)

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# Wofford Heights, California

Coordinates: 35°42′25″N 118°27′22″W﻿ / ﻿35.70694°N 118.45611°W﻿ / 35.70694; -118.45611

From Wikipedia, the free encyclopedia

**Wofford Heights** is a census-designated place (CDP) in the southern Sierra Nevadas, in Kern County, California, United States. Wofford Heights is located 3.5 miles (5.6 km) south-southwest of Kernville,<sup>[3]</sup> at an elevation of 2684 feet (818 m).<sup>[2]</sup> The population was 2,200 at the 2010 census, down from 2,276 at the 2000 census.

Wofford Heights is next to Lake Isabella, a large lake. There are two major access points to the lake from Wofford Blvd: The first is the entrance to North Fork Marina and Tillie Creek Campground and the second is Freear which is at the very end of East Evans Road near Wofford Heights Park.

## Contents

- 1 Geography
- 2 History
- 3 Demographics
  - 3.1 2010
  - 3.2 2000
- 4 References

## Geography

Wofford Heights is located at

35°42′25″N 118°27′22″W﻿ / ﻿35.70694°N 118.45611°W﻿ / 35.70694; -118.45611<sup>[2]</sup>

According to the United States Census Bureau, the CDP has a total area of 6.1 square miles (16 km<sup>2</sup>), all of it land.

## History

I.L. Wofford founded the community as a resort in 1948.<sup>[3]</sup> The Wofford Heights post office opened in 1953.<sup>[3]</sup>

<b>Wofford Heights</b>	
— census-designated place —	
<div><div><div><div><div><span></span></div></div></div><div><div><div><span></span></div></div><div><div><span></span></div></div></div></div></div> <div>Location in Kern County and the state of California</div> Coordinates: <span><span><span><span><span>35°42′25″N</span> <span>118°27′22″W</span></span></span><span><span>﻿</span> / <span>﻿</span></span><span><span>35.70694°N 118.45611°W</span><span><span>﻿</span> / <span>35.70694; -118.45611</span></span></span></span></span>	
<b>Country</b>	<span><span><span></span></span><span> </span></span> United States
<b>State</b>	<span><span><span></span></span><span> </span></span> California
<b>County</b>	Kern
<b>Government</b>	
<span> </span> • <span> </span> N/A	
<span> </span> • <span> </span> Senate	Roy Ashburn (R)
<span> </span> • <span> </span> Assembly	Jean Fuller (R)
<span> </span> • <span> </span> U. S. Congress	Kevin McCarthy (R)
<b>Area</b> <sup>[1]</sup>	
<span> </span> • <span> </span> Total	6.057 <span> </span> sq <span> </span> mi (15.689 <span> </span> km <sup>2</sup> )
<span> </span> • <span> </span> Land	6.057 <span> </span> sq <span> </span> mi (15.688 <span> </span> km <sup>2</sup> )
<span> </span> • <span> </span> Water	0 <span> </span> sq <span> </span> mi (0 <span> </span> km <sup>2</sup> ) 0%
<b>Elevation</b> <sup>[2]</sup>	2,684 <span> </span> ft (818 <span> </span> m)
<b>Population</b> (2010)	
<span> </span> • <span> </span> Total	2,200
<span> </span> • <span> </span> Density	360/sq <span> </span> mi (140/km <sup>2</sup> )
<b>Time zone</b>	PST (UTC-8)
<span> </span> • <span> </span> Summer (DST)	PDT (UTC-7)
<b>ZIP code</b>	93285
<b>Area code(s)</b>	760
<b>FIPS code</b>	06-86174
<b>GNIS feature ID</b>	1661706

## Demographics

### 2010

The 2010 United States Census<sup>[4]</sup> reported that Wofford Heights had a population of 2,200. The population density was 363.2 people per square mile (140.2/km<sup>2</sup>). The racial makeup of Wofford Heights was 2,037 (92.6%) White, 6 (0.3%) African American, 41 (1.9%) Native American, 10 (0.5%) Asian, 1 (0.0%) Pacific Islander, 26 (1.2%) from other races, and 79 (3.6%) from two or more races. Hispanic or Latino of any race were 156 persons (7.1%).

The Census reported that 2,200 people (100% of the population) lived in households, 0 (0%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

There were 1,143 households, out of which 173 (15.1%) had children under the age of 18 living in them, 428 (37.4%) were opposite-sex married couples living together, 110 (9.6%) had a female householder with no husband present, 55 (4.8%) had a male householder with no wife present. There were 108 (9.4%) unmarried opposite-sex partnerships, and 13 (1.1%) same-sex married couples or partnerships. 440 households (38.5%) were made up of individuals and 255 (22.3%) had someone living alone who was 65 years of age or older. The average household size was 1.92. There were 593 families (51.9% of all households); the average family size was 2.50.

The population was spread out with 280 people (12.7%) under the age of 18, 111 people (5.0%) aged 18 to 24, 261 people (11.9%) aged 25 to 44, 731 people (33.2%) aged 45 to 64, and 817 people (37.1%) who were 65 years of age or older. The median age was 58.3 years. For every 100 females there were 97.0 males. For every 100 females age 18 and over, there were 97.7 males.

There were 1,924 housing units at an average density of 317.6 per square mile (122.6/km<sup>2</sup>), of which 866 (75.8%) were owner-occupied, and 277 (24.2%) were occupied by renters. The homeowner vacancy rate was 4.7%; the rental vacancy rate was 15.9%. 1,613 people (73.3% of the population) lived in owner-occupied housing units and 587 people (26.7%) lived in rental housing units.

### 2000

As of the census<sup>[5]</sup> of 2000, there were 2,276 people, 1,162 households, and 670 families residing in the CDP. The population density was 375.4 people per square mile (145.0/km<sup>2</sup>). There were 1,989 housing units at an average density of 328.1 per square mile (126.7/km<sup>2</sup>). The racial makeup of the CDP was 93.28% White, 0.13% Black or African American, 1.23% Native American, 0.66% Asian, 0.04% Pacific Islander, 1.36% from other races, and 3.30% from two or more races. 6.24% of the population were Hispanic or Latino of any race.

There were 1,162 households out of which 14.3% had children under the age of 18 living with them, 46.2% were married couples living together, 7.6% had a female householder with no husband present, and 42.3% were non-families. 36.3% of all households were made up of individuals and 21.1% had someone living alone who was 65 years of age or older. The average household size was 1.94 and the average family size was 2.46.

In the CDP the population was spread out with 14.4% under the age of 18, 3.2% from 18 to 24, 15.0% from 25 to 44, 28.5% from 45 to 64, and 38.9% who were 65 years of age or older. The median age was 58 years. For every 100 females there were 98.3 males. For every 100 females age 18 and over, there were 94.8 males.

The median income for a household in the CDP was \$24,326, and the median income for a family was \$29,157. Males had a median income of \$31,641 versus \$30,294 for females. The per capita income for the CDP was \$15,937. About 13.4% of families and 20.2% of the population were below the poverty line, including 34.6% of those under age 18 and 9.4% of those age 65 or over.

## References

- <sup>^</sup> U.S. Census ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt))
- <sup>^</sup> <sup>a</sup> <sup>b</sup> <sup>c</sup> U.S. Geological Survey Geographic Names Information System: Wofford Heights, California ([http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3::NO::P3\\_FID:1661706](http://geonames.usgs.gov/pls/gnispublic/f?p=gnispq:3::NO::P3_FID:1661706))
- <sup>^</sup> <sup>a</sup> <sup>b</sup> <sup>c</sup> Durham, David L. (1998). *California's Geographic Names: A Gazetteer of Historic and Modern Names of the State*. Quill Driver Books. p. 1129. ISBN 9781884995149.
- <sup>^</sup> All data are derived from the United States Census Bureau reports from the 2010 United States Census, and are accessible on-line here (<http://factfinder2.census.gov>). The data on unmarried partnerships and same-sex married couples are from the Census report DEC\_10\_SF1\_PCT15. All other housing and population data are from Census report DEC\_10\_DP\_DPDP1. Both reports are viewable online or downloadable in a zip file containing a comma-delimited data file. The area data, from which densities are calculated, are available on-line here ([http://www.census.gov/geo/www/gazetteer/files/Gaz\\_places\\_national.txt](http://www.census.gov/geo/www/gazetteer/files/Gaz_places_national.txt)). Percentage totals may not add to 100% due to rounding. The Census Bureau defines families as a household containing one or more people related to the householder by birth, opposite-sex marriage, or adoption. People living in group quarters are tabulated by the Census Bureau as neither owners nor renters. For further details, see the text files accompanying the data files containing the Census reports mentioned above.
- <sup>^</sup> "American FactFinder" (<http://factfinder.census.gov>). United States Census Bureau. Retrieved 2008-01-31.

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Categories: Census-designated places in Kern County, California

| Populated places established in 1948 | Sierra Nevada (U.S.)

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## **CERRO COSO COMMUNITY COLLEGE KERN RIVER VALLEY CAMPUS**

### **SKILLS LAB**

The skills lab at Kern River Valley campus will resemble the skills lab established at the Bishop campus. We have found that this layout works effectively in the instruction of the students. The lab will be adequately stocked with all necessary supplies needed including simulation manikins and equipment.

- Nursing Skills Lab: 576 sq. ft.
- Nursing Classroom: 576 sq. ft.
- Distance Education Classroom: 576 sq. ft.

CCCC Library Nursing Reserve

Call No.	Title	Barcode
-----	-----	-----
KF3821.L485 2012	Medical law, ethics & bioethics for the health	39033000439303
PE1127.M4 H85 2010	Medical English clear & simple : a practice-	39033000436598
QM33.H87 2011	Anatomy and physiology in a flash! An	39033000436622
QP141.W378 2011	Contemporary nutrition /	39033000436614
R121.T18 2009	Taber's cyclopedic medical dictionary.	39033000432183
R123.C43 2011	The language of medicine /	39033000441457
R123.G934 2011	Medical terminology express : a short-course	39033000436606
R690.S727 2009	Introduction to the health professions /	39033000439311
R864.D49 2012	The electronic health record for the	39033000439279
RA418.5.T73 S64 2009	Cultural diversity in health and illness /	39033000439154
RA776.E24 2010	Health & wellness /	39033000436408
RA776.7.S43 2011	Health and wellness : journal workbook /	39033000433348
RC71.E19 2012	Diseases in a flash! : an interactive,	39033000436630
RC86.7 .A43 2007	Refresher : emergency care and transportation	39033000432647
RC86.7 .A43 2011	Emergency: care and transportation of the	39033000432654
RC86.7.A43 2011	Emergency care and transportation of the sick	39033000438875
RC86.7.C644 2006	First aid/CPR/AED for schools and the	39033000431631
RC87.9.B57 2011	BLS for healthcare providers : Student manual	39033000434882
RC454.H334 2010	Abnormal psychology : clinical perspectives	39033000432258
RC564.D68 2012	Concepts of chemical dependency /	39033000434437
RC683.5.E5 A23 2011	ECGs made easy /	39033000440905
RG951.C7761 2011	Virtual clinical excursions:	39033000441499
RG951.L375 2011	Introduction to maternity & pediatric nursing	39033000440947
RG951.L375 2011	Study guide [for] Introduction to maternity &	39033000439238
RG951.L375 2011	Introduction to maternity & pediatric nursing	39033000439196
RJ101.M347 2009	Health, safety, and nutrition for the young	39033000430385
RM217.L88 2011	Nutrition & diet therapy /	39033000430310
RM300.C5138 2010	Basic pharmacology for nurses /	39033000441416
RM301.12.D44 2011	Davis's drug guide for nurses /	39033000433488
RS51.M47 2001	The Merck index : an encyclopedia of	39033000337572
RS57.P53 2008	Dosage calculations /	39033000432613
RT48.5.K44 2010	Laboratory and diagnostic tests with nursing	39033000432365
RT48.5.K44 2010	Laboratory and diagnostic tests with nursing	39033000434684
RT49.W54 2009	Prentice Hall nursing diagnosis handbook with	39033000434650
RT51.B78 2010	Lippincott manual of nursing practice /	39033000434676
RT55.S28 2011	Saunders comprehensive review for the	39033000436242
RT62.M62 2011	Mosby's comprehensive review of practical	39033000437471
RT62.M62 2011	Mosby's comprehensive review of practical	39033000441135
RT62.S53 2013	Saunders comprehensive review for the	39033000440970
RT62.T56 2012	Lippincott's review for NCLEX-PN / Barbara	39033000436317
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EDUCATION THAT WORKS  
CALIFORNIA COMMUNITY COLLEGES

*“To provide participants with quality education programs and employment training experiences that lead to economic self sufficiency.”*

## CalWORKs Success Stories

*Lisa Jane Stevenson*

In recommending Lisa Jane Stevenson for recognition in the Portraits of Student Success 2006, CalWORKs Director Jill Schertz states. “Lisa is an exemplary student. She came into the program questioning her ability to persevere and succeed, and has not only achieved but also surpassed her goals. She has received commendations for her work in the Police Academy, including receiving the highest “scenario” scores and being the first female recipient of the Academy’s “Top Gun” award. In addition to her success in the Police Academy, Lisa has maintained a 4.0 GPA.

## IWV Campus

### COUNSELING DEPARTMENT

Phone: 760.384.6219

Fax: 760.375.4776

**Paula Suarez**

DIRECTOR OF STUDENTS & COUNSELING SERVICES

pasuarez@cerrocoso.edu

**Karee Hamilton**

COUNSELOR

khamilton@cerrocoso.edu

**Cheryl Fitzsimmons**

DEPARTMENT ASSISTANT III

chfitzsi@cerrocoso.edu

### KRV CAMPUS

Phone:

760.379.5501

760.379.6807

**Pam Godfrey**

COUNSELOR

pagodfre@cerrocoso.edu

*The staff at Cerro Coso Community College is dedicated and ready to assist you on the road to self sufficiency, from choosing your college program to helping you find that first job. We work to build strong families by helping parents reach their career potential.*



## CalWORKs

EDUCATION THAT WORKS  
CALIFORNIA COMMUNITY COLLEGES



*Helping you achieve your academic & career goals*



## Program Guidelines

- Must be enrolled at Cerro Coso
- Receiving AFDC/TANF Benefits
- 18 years of age
- In Good Academic Standing
- Must maintain a minimum 2.0 GPA
- Must meet attendance requirements
- Program provides training to students
- Work hours are arranged per needs of employer and student
- Students are referred to employers for interviews as positions become available



*“Discovering financial freedom”*

## Available Services to Participants

- Work/Study Position On and Off Campus
- Job Prep Classes
- Short Term Vocational Education Programs
- Career Counseling
- Liaison And Coordination with Social Service Agents
- Financial Aid
- Employment opportunities after completion of training

## Employer Services

- Provide ongoing pool of eligible applicants
- Subsidize up to 75% of participants payroll costs
- Maximum time of any participant placed at a subsidized work/study site is one year
- Limited employer obligation
- Job Development Specialist available for training, placement, and follow-up services with employer

## Vocational Training Programs

- Administration of Justice
- Business Administration, Management, Entrepreneurship)
- Business Office Technology
- Child Development
- Computer Information Systems
- Emergency Medical Technology
- Engineering (Pre-Engineering, Engineering Technology, Engineering Drafting Technology)
- Fire Technology
- Health Careers (CNA, Home Health Aide, Administrative Medical Assisting)
- Human Services (Human Services Worker, Human Services Para-Professional)
- Industrial Technology (Electronics Technician, Engineering Technician, Plant Technician, Solar Technician, Wind Technician)
- Machine Tool Technology
- Paralegal
- Vocational Nursing
- Web Design
- Welding Technology

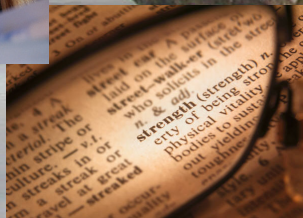
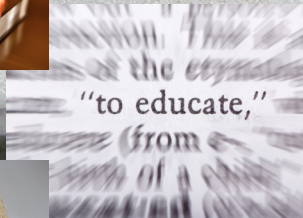
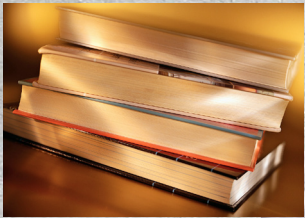


## Learning Disabilities

Learning Disability testing is available through the DSPS Program to determine if there is a learning disability while also testing your specific learning strengths and weaknesses. Please talk to your counselor or Special Services Assistant about making an appointment for a screening interview.

## Confidentiality

We are dedicated to maintaining confidentiality while abiding by the strict guidelines as set by the ADA.



*Serving people with  
visual, hearing, physical,  
language, and  
cognitive disabilities*



## Access Programs

Using a Holistic approach and by modeling appropriate and effective behavior, the Access Programs (DSPS-EOPS-CARE-CalWORKs) and staff, support students with special needs. The program staff reinforces students' personal growth, promotes emotional mastery, and assists with developing self responsibility to accomplish academic, career and life goals.

## Program Office Location:

3000 College Heights Boulevard  
Access Programs Office  
Main Building, Third Floor  
Ridgecrest, California 93555  
Phone: 760.384.6250  
Fax: 760.384.6320



*Transforming Disabilities  
Into Capabilities*



CERRO COSO  
COMMUNITY  
COLLEGE

**DISABLED  
STUDENT  
PROGRAM  
& SERVICES**





# Disabled Student Program & Services

The DSPS Program is designed to assist you in breaking down barriers to your learning and to provide accommodations for your success.

The Alternative Media Specialist will guide you in using accommodations and equipment.

## Accommodations

*Some of the accommodations you may receive include:*

- ▶▶ Books in alternative format (e-text)
- ▶▶ Extended time for taking tests
- ▶▶ Distraction Reduced Environment
- ▶▶ Note takers and scribes

*Specialized equipment such as:*

- ▶▶ Digital voice recorders
- ▶▶ Portable word processors
- ▶▶ Electronic spell checkers



- ▶▶ Scan and read software
- ▶▶ Voice dictation software
- ▶▶ E-book readers

- ▶▶ MP3 players
- ▶▶ Calculators
- ▶▶ Large print



# The High Tech Center (HTC)



Seven computers are available in the HTC in a welcoming and quiet environment. The HTC is available to all students with a focus on access for people with disabilities. These computers have Internet access and include the latest Microsoft Office Suite and other programs which are critical to one's academic success. We also have software to help with math, reading, writing papers and other issues you might face in your effort to achieve your academic goals.

## Free Resources Link

- Balabolka.en.softonic.com
- Textbooktorrents.com
- Gutenberg.org
- Getfreebooks.com
- Free-ebooks.net

## For More Information

760-384-6250

*Regarding services for disabled students*

## Available

- Computers with Internet access
- Text Magnifier
- Zoom Text
- Distraction Reduced Environment
- Scanners
- Portable Word Processors
- Graphing & Scientific Calculators
- Digital Voice Recorders
- Reader Pens

## Assistive Software

- Kurzweil 3000
- Inspiration
- Read & Write Gold
- and others

## Speech Recognition Software

- Dragon Naturally Speaking
- Screen Reader (JAWS)

## HOW DO I APPLY FOR EOPS/CARE AT CERRO COSO COMMUNITY COLLEGE?

There is only one application to complete for both programs.

Please stop by our offices located on the third floor of the IWV campus, Room 351 or KRV campus, Room 1.

## APPLICATION AVAILABLE ONLINE AT:

[www.cerrocoso.edu](http://www.cerrocoso.edu)

- Click:** Student Resources
- Click:** EOPS (Access Programs)
- Click:** EOPS Application



## CERRO COSO COMMUNITY COLLEGE

### Indian Wells Valley

3000 College Heights Blvd.  
Ridgecrest, CA 93555  
Phone: 760.384.6250  
Fax: 760.384.6320

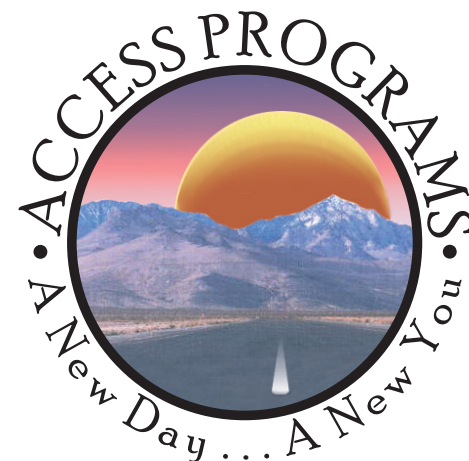
### Kern River Valley

5520 Lake Isabella Blvd.  
Lake Isabella, CA 93240  
Phone: 760.379.5501  
Fax: 760.379.5547

## OFFICE HOURS FOR BOTH LOCATIONS:

Monday thru Thursday  
8:00 am - 6:00 pm

Friday  
8:00 am - Noon



**E**xtended  
**O**pportunity  
**P**rograms &  
**S**ervices  
and  
**C**ooperative  
**A**gencies  
**R**esources for  
**E**ducation

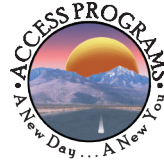


## WHAT IS EOPS?

EOPS (Extended Opportunity Programs and Services) is a state funded program that offers “over and above” support services to students with social, economic, and educational challenges with the goal of increasing access, retention, graduation, and transfer.

## WHAT SERVICES DOES EOPS OFFER?

- Individualized Academic, Career, and Personal Counseling/Advising
- Student Educational Planning
- Priority Registration
- Transfer Assistance
- Bus Passes
- Additional Tutorial Services as needed
- Peer Support
- Summer Bridge Program for high school students transferring to Cerro Coso (*subject to funding*)
- Club and Social Activities
- Cap and Gown Purchased for Graduates
- EOPS Grant Support (*as funding permits*)



## ELIGIBILITY CRITERIA

If you are experiencing financial, educational, cultural, or language barriers in obtaining a college education you may qualify for the Extended Opportunity Program and Services (EOPS). The Access Programs provide services to all EOPS students regardless of gender, ethnicity, or religion.

## MUST MEET ALL OF THE FOLLOWING CRITERIA:

- California Resident (1 year)
- Qualify for a BOG Fee Waiver A or B
- Complete a FAFSA
- Enrolled in 12
- Have less than 70 degree units from any colleges attended (*transcripts required*)
- Be educationally disadvantaged as determined by the EOPS Program

## WHAT IS CARE?

CARE (Cooperative Agencies Resources for Education) is also a state funded program designed to assist single parent EOPS students who receive CalWORKs/TANF for themselves or their children. CARE will assist you to overcome your obstacles, expand your educational opportunities, and complete your educational goals.

## WHAT SERVICES DOES CARE OFFER?

- Child Care Grants to Cover Study Time
- Back Packs and School Supplies
- Meal Tickets (*subject to funding*)
- Additional Textbook Cost and School Supply Assistance
- CARE Workshops and Activities
- CARE Grants (*subject to funding*)
- Counseling
- Community Service Referrals
- Liaison with Department of Human Services

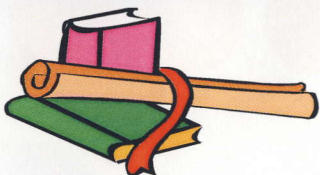




## Videos

Course related video tapes for Math 20, Math 40, Math 50, Math 55, and Pre-Calculus are available for overnight checkout or viewing in the LAC.

## FREE GED Preparation



The Learning Center has video instruction specifically designed to correlate with the GED exam. Before attempting the exam, students may enroll in this **FREE** zero-unit course to brush up on their skills. The GED class is supervised with guided instruction and one on one help.

## FREE TUTORING

The LAC now offers tutoring services for all subjects, at *all* sites with faculty support!! If you need help with English, Math or any other subject come to the LAC (Rm. 704) and sign-up for



tutoring. Our tutors are hired, trained, and supervised by qualified faculty. We will give you the tools and assistance you need to excel! Supervised tutoring is **FREE** which means.....**ZERO COST!!**

## Proctoring Services

Students who need a test proctored for all classes and universities should call the LAC at 384-6161 to schedule an appointment.



## Computer Assisted Tutoring



Need to Review English or get help with Algebra? The LAC has computers with English, Math, and more. No special skills are necessary and it's **free!**

## CLEP



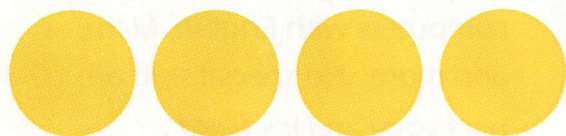
College Level Examination Program is a way to earn college credits by examination. Thirty-five different exams covering a variety of subjects are available. CLEP exams are computer based with immediate scoring capabilities.





# LAC

We are here  
to serve  
**YOU!**

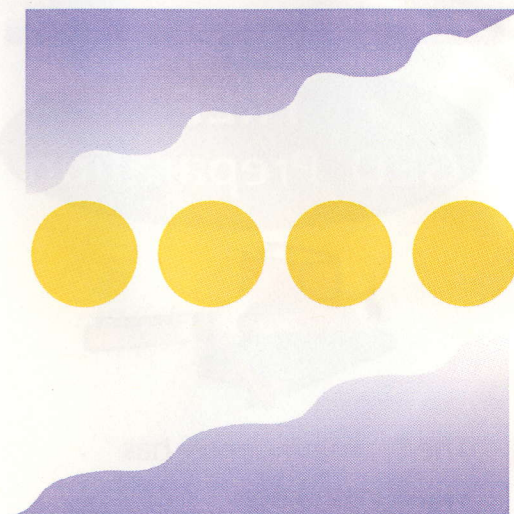


Cerro Coso Community College  
3000 College Heights Blvd.  
Ridgecrest, CA 93555-9471



Cerro Coso Community  
College

# Learning Assistance Center



## LAC Hours

**Monday - Thursday  
8:00 AM-10:00PM**

**Friday  
8:00 AM — 5:00PM**



Valerie Lane

Alternative Media Specialist

Here to assist students

## HTC

We offer study strategies and computers along with a quiet place to study and do homework. We are open to all Cerro Coso students with Special Services students having priority.



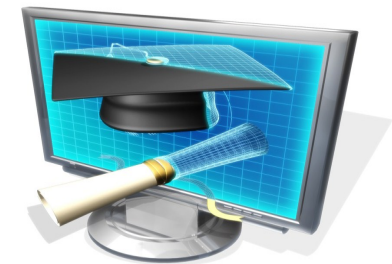
Serving the physically, psychologically, and learning disabled as well as the economically and educationally disadvantaged.

Programs include:

- **EOPS:** Extended Opportunity Programs and Services
- **CARE:** Cooperative Agencies for Resources in Education
- **DSPS:** Disabled Students Programs and Services



We can help you get connected



3000 College Heights Blvd  
Special Services Office  
Main Bldg, Rm 350  
Ridgecrest, CA 93555  
760-384-6250



# HTC

We have computers with Internet access and the latest Microsoft Office 2007 to help you get through your classes. We also have software to help with math, reading, writing papers and other issues you might face in your effort to reach your academic goals.



"Always desire to learn something useful."  
**Sophocles**



Computers with Internet access

Assistive Software:

Kurzweil 3000, Inspiration and others

Speech Recognition Software:

Dragon Naturally Speaking

Screen Reader (JAWS)

Text Magnifier

Zoom Text

Distraction Reduced Environment

Scanners

Portable Word Processors

Graphing & Scientific Calculators

Digital Voice Recorders

Reader Pens

## Study Area



## Computers



## Distraction Reduced

