San Joaquin Delta College Psychiatric Technician
Current→Proposed curriculum content comparison PT 001 → NURSPT 010 Foundations of Nursing

CURRENT CURRICULUM PT 01-FOUNDATIONS OF NURSING	EXPLANATION OF CHANGES	PROPOSED CURRICULUM NURSPT 010-FOUNDATIONS OF NURSING
1. Introduction to Nursing [Moves to new **Module 1**] 1. Role of the Licensed Vocational Nurse and Psychiatric Technician 2. Legal and Ethical Aspects of Nursing [Moves to new **Module 2**] 3. Issues and Trends 2. Foundations of Nursing 1. Nursing Process 2. Critical Thinking [Moves to new **Module 6**] 3. Therapeutic Communication [Moves to new Module 3 4. Documentation and Reporting 5. Patient Education 6. Professionalism in Nursing [Moves to new **Module 9**] 3. Concepts of Health and Illness [Moves to new Module 9] 1. Mechanisms of Disease 2. Wholism and Basic Human Needs [Moves to new NURS PT 011 **Module 1**] 3. Stress and Adaptation 4. Cultural and Spiritual Aspects [Moves to new NURSPT 11 **Module 5**] 5. Basic Health Assessment [Moves to new Module 6] 4. Gerontology and the Aging Process 1. Theories of Aging 2. Physiologic Changes in Aging 3. Wholistic Care of the Geriatric Patient [**Integrated throughout the curriculum**.] 5. Patient's Physiologic Needs and Implications for Nursing Care 1. Oxygenation 2. Nutrition and Elimination 3. Pain and Comfort 4. Infection and Inflammation [Moved to **Module 5 & 8**]	**Name Change:** No change. **2. Content Change:** There is realignment of course content, consistent with the Psychiatric Technician Curriculum Model. The content for the current PT 001 and PT 002 is divided into three courses in the proposed curriculum: NURSPT 010, NURSPT 011, and NURSPT 012. Content that is the foundation of nursing relates to concepts and skills that are applicable throughout all of the courses in the program. These foundational concepts include role, scope of practice, legal and ethical issues, communication, safety, general principles of medication administration, and general concepts related to nutrition. Basic nursing skills and health assessment are introduced. Pharmacology content is moved to separate pharmacology courses in line with the Psychiatric Technician Curriculum Model. **3. Units change:** With the realignment of course content, Foundations of Nursing in now 4.5 units. PT 001 & 002 equal 17 units. NURSPT 010, 011, and 012 equal 14 units. NURSPT 020, 021, & 022 [Pharmacology courses] equal 3 units. The content is redistributed resulting in no change in units. **4. Program Correlation:** Proposed curriculum reflects the proposed program conceptual and organizational framework of Client Needs Model.	**Module 1** – Introduction to the Role of a Psychiatric Technician 1. Course expectations and requirements for theory and clinical 2. Role of the Psychiatric Technician. 3. Professional organizations and licensing boards that govern Psychiatric Technician practice. 4. Psychiatric Technician Scope of Practice. 5. Standards of Practice for the Psychiatric Technician. **Module 2** – Legal and Ethical Issues in Healthcare Practice 1. Legal aspects of Psychiatric Technician practice. 2. Patient rights as outlined by the American Hospital Association. 3. Code of Ethics in Psychiatric Technician practice. **Module 3** – Health Promotion 1. Healthy People 2010. 2. Health promotion. 3. Health care delivery systems. 4. Role of the psychiatric technician in client education **Module 4** – Client Care Concepts 1. Describe the role and responsibilities of the psychiatric technician student in the clinical setting. 2. Application of the nursing process to basic medical-surgical nursing. 3. Role of the psychiatric technician in the nursing process. 4. Relationship between the nursing process and critical thinking. 5. Characteristics of a critical thinker. 6. Critical thinking skills in clinical practice. 7. Holistic health. 8. Guidelines for the nurse-client relationship. 9. Health-illness continuum. 10. Maslow's five basic human needs. 11. Describe the pathophysiology of the stress response system.

CURRENT CURRICULUM PT 01-FOUNDATIONS OF NURSING	EXPLANATION OF CHANGES	PROPOSED CURRICULUM NURSPT 010-FOUNDATIONS OF NURSING
6. Fluid and Electrolytes [Moved to **NURSPT 011 Module 8**] a. Activity and Rest 7. Introduction to Pharmacology [Moved **to NURSPT 020**] a. Math and Drug Calculations b. Principles of Pharmacology c. Drugs/Agents and factors affecting their Action d. The nursing process and Pharmacology 8. Nursing Care of the Patient with Integumentary Dysfunction **[Moved to NURSPT 011 Module 9]** a. Describe and identify normal anatomy and physiology of the skin and related structures. b. Identify subjective and objective data essential to the assessment of the skin c. Describe common medical terms to identify skin lesions d. Reveiw the changes in the skin and special considerations for the elderly client e. Describe the nursing care for patients/clients with following medical conditions including signs and symptoms: 9. Peripheral Vascular Disease 10. Foot Ulcers 11. Decubitus Ulcers a. The nursing process and the care of the patient/client with skin dysfunction b. Pharmacologic therapies for the patient/client with a skin disorder c. Patient Education for the client/patient with a skin disorder 12. Diagnostic Tests **[Moved to NURSPT 011 Module 3]** 13. Identify and describe the 5 types of diagnostic test that are commonly used. 14. Describe and discuss appropriate preparation and patient education for the patients undergoing diagnostic evaluation.		12. Identify common coping strategies. 13. Define and describe complementary and alternate therapies and the Psychiatric Technician's role in relation to both. **Module 5** – Disease Transmission and Prevention 1. Factors that predispose an individual to infection. 2. The chain of infection and preventing the spread of infectious diseases. 3. Standard Precautions and for Transmission-Based Precautions for infection control. 4. Body defense mechanisms that provide protection against infection. Common types of infectious diseases, their etiologies, treatments, and nursing interventions. 5. Diagnostic tests and procedures used to determine specific infectious diseases. 6. Nosocomial infection. 7. Inflammation, a bodily defense mechanisms. 8. Signs and symptoms of infection. 9. Nursing care for a client with an infectious disease 10. Special considerations for the elderly **Module 6** – Communicating and the Nurse-Patient Relationship 1. Basic components of communication 2. Factors that influence the way a person communicates. 3. Basic communication skills required for effective communication 4. Therapeutic communication techniques. 5. Blocks to communication. 6. Establishing a nurse-patient/client relationship.

CURRENT CURRICULUM PT 01-FOUNDATIONS OF NURSING	EXPLANATION OF CHANGES	PROPOSED CURRICULUM NURSPT 010-FOUNDATIONS OF NURSING
		Module 7 – Cultural Concepts 1. Cultural concepts related to nursing and health care 2. Traditional health practices and beliefs of major ethnic groups in the United States. 3. Cultural influences on the interactions of patients and families within the health care system. 4. Cultural considerations in providing culturally sensitive nursing care. 5. Planning and implementation of nursing interventions adapted to a client's ethnicity. **Module 8** – End of Life Care 1. Loss and grief. 2. The process of dying and the client's rights during the dying process. 3. Legal and ethical aspects of life and death issues. 4. Signs of impending death. 5. Use of the nursing process for the dying patient. 6. Religious and cultural practices. 7. Hospice. 8. Post-mortem care. **Module 9**-Nutritional Concepts 1. Identify essential nutrients and the dietary sources of each. 2. Discuss the standards of a healthy diet. 3. Identify therapeutic diets frequently see in patient care and the types of foods allowed or encourages with each. 4. Identify the indications for enteral nutrition and the associated safety considerations. 5. Describe the cultural influences on nutritional practices. 6. Describe the appropriate nursing care when feeding a patient with dysphagia.

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CURRENT CURRICULUM PT 01-FOUNDATIONS OF NURSING	EXPLANATION OF CHANGES	PROPOSED CURRICULUM NURSPT 010-FOUNDATIONS OF NURSING
		Module 10 – Laboratory and Diagnostic Testing 1. Commonly used diagnostic tests and specimen collection procedures. 2. Psychiatric technicians' responsibilities related to specimen collection and diagnostic testing procedures. **Module 11** - Medication Administration 1. Review various aspects of pharmacology and medication administration 2. Discuss medication administration and safety. 3. Describe the techniques of administering oral, topical, and inhalant medications. 4. Describe techniques of administering intradermal, subcutaneous, and intramuscular injections. 5. Review calculations of dosages and conversion between systems.

NURSPT 010
FOUNDATIONS OF NURSING

WEEK #1

Module 1: Introduction to Role of a Psychiatric Technician

1. Summarize the course expectations and be able to state where information can be found concerning requirements for theory and clinical.
2. Describe the role of the Psychiatric Technician.
3. Identify professional organizations and licensing boards that govern Psychiatric Technician practice.
4. Describe the Psychiatric Scope of Practice
5. Identify the Standards of Practice for the Psychiatric Technician.

Module 2: Legal and Ethical Issues in Healthcare Practice

1. Discuss the legal aspects of Psychiatric Technician Practice.
2. Identify and discuss the rights as outlined by the American Hospital Association.
3. Discuss the Code of Ethics of Psychiatric Technician Practice.

Module 3: Health Promotion

1. Identify Leading Health Indicators for Healthy People 2012 and discuss how these can help improve the health of a community.
2. Define health promotion and how early intervention can promote health.
3. Describe various health care delivery.
4. Explain the role of the Psychiatric Technician in patient education.

WEEK #2

Module 4: Patient Care Concepts

1. Describe the role and responsibilities of the Psychiatric Technician student in the clinical setting.
2. Describe the application of the Nursing Process to Medical Surgical Nursing
3. Explain the role of the Psychiatric Technician in the Nursing Process.
4. Explain the relationship between the Nursing Process and Critical Thinking.
5. Describe the characteristics of a critical thinker.
6. Describe how critical thinking skills are used in clinical practice.
7. Define the concept of holistic health.
8. Describe the guidelines for nurse-patient relationship.
9. Describe the health-illness continuum.
10. List Maslow's Five Basic Human Needs and explain why they constitute a hierarchy.
11. Describe the pathophysiology of the stress response system.
12. Identify common coping strategies.
13. Define and describe complementary and alternate therapies and the Psychiatric Technician's role in relation to both.

WEEK #3

Module 5: Disease Transmission and Prevention

1. Identify factors that predispose an individual to infection.
2. Define and discuss the chain of infection and methods used to break the chain in order to prevent the spread of infection.
3. Define and differentiate between the guideline issued by the Center of Disease Control (CDC) for Standard Precautions and for Transmission Based-Precautions for infection control.
4. Identify the various body defense mechanisms which provide protection against infection
5. Identify common types of infectious diseases, their etiologies, treatments, and related nursing interventions.
6. Identify and describe the diagnostic tests and procedures used to determine specific infectious diseases.
7. Define and discuss the term "nosocomial" infection.
8. Describe how inflammation acts as a bodily defense mechanism.
9. Identify the signs and symptoms of infection.
10. Describe the nursing care for a patient with an infectious disease.

WEEK #4

Module 6: Communicating and the Nurse Patient Relationship

1. Identify and discuss the basic components of communication.
2. List and describe factors that influence the way a person communicates.
3. Identify basic communication skills required for effective communication.
4. Identify and discuss therapeutic techniques.
5. Identify and discuss blocks to communication.
6. Establish a nurse-patient/client relationship.

Module 7: Cultural Concepts

1. Describe cultural concepts related to nursing and health care.
2. Identify traditional health practices and beliefs of the major ethnic groups in the United States.
3. Explain some of the cultural influences of the interactions of patients and families within the health care system.
4. Discuss cultural considerations in providing culturally sensitive nursing care.
5. Discuss ways in which planning and implementation of nursing interventions can be adapted to a patient's ethnicity.

Module 8: End of Life Care

1. Describe the difference between loss and grief.
2. Discuss the process of dying and the patient's rights during the dying process.
3. Define the legal terms and identify the associated ethical aspects of life and death issues.
4. Identify the signs of impending death.
5. Apply the nursing process to the dying patient.
6. Identify death related religious and cultural practices.
7. Describe the role of hospice.

WEEK #5

Module 9: Nutritional Concepts

1. Identify essential nutrients and the dietary sources of each.
2. Discuss the standards for a healthy diet.
3. Identify the therapeutic diets frequently seen in patient care and the types of foods allowed or encouraged with each.
4. Identify the indications for enteral nutrition and the associated safety considerations.
5. Describe cultural influences on nutritional practices.
6. Discuss the important considerations when feeding patients.
7. Describe the appropriate nursing care when feeding a patient with dysphagia.

Module 10: Laboratory and Diagnostic Testing

1. Identify and describe the more commonly used diagnostic tests and specimen collection.
2. Identify the Psychiatric Technician's responsibilities related to specimen collecting and diagnostic testing procedures.

WEEK #6

Module 11: Medication Administration

1. Review various aspects of pharmacology and medication administration.
2. Discuss medication administration and safety.
3. Describe the techniques of administering oral, topical, and inhalant medications.
4. Describe techniques of administering intradermal, subcutaneous, and intramuscular injections.
5. Review calculations of dosages and conversion between systems.

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 010
Instructional Plan: Level Term 1

Unit Title: Introduction to the Role of the Psychiatric Technician **Week:** #1

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 1 (Fund-2.5) (LDR-0.5) (PT ED-2.0) (ETH-3.0)	**Objective 1** **Summarize the course expectations and be able to state where information can be found concerning requirements for theory and clinical**	A. Examine the student handbook B. Examine the theory syllabus for requirements C. Examine the theory calendar theory related deadlines D. Discuss clinical expectations in general (specifics to be covered in Module 13)	Lecture Discussion Reading Transparencies Study guide Audiovisual aids **Learning Activities** Use activities in selected text or accompanying study guide.	Student Handbook Theory syllabus Theory calendar **Required Reading** In required textbook(s), read chapters on topics listed in Column I (applied to objectives 1-5) **Group Activity** - Internet visit to California BVNPT website. (Obtain their state psychiatric technician practice act from the California BVNPT website as a homework activity). - Internet visits and activities to CAPT sites.		**Day #1-Skills Lab (6 hrs)** **Module 5: Patient and Personal Safety** **Objective #1-Describe standard precautions and how they are used to stop the spread of infection.** **Upon completion the student will be able to correctly:** 1. identify when hands should be washed 2. demonstrate hand washing technique 3. demonstrate donning and removal of protective masks 4. demonstrate donning and removal of protective gowns identify when non-sterile gloves should be worn 5. demonstrate the donning, removal, and disposal of non-sterile gloves 6. identify when sterile gloves should be worn 7. demonstrate the donning, removal, and disposal of sterile gloves

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 2 **Describe the role of the Psychiatric Technician**	A. Psychiatric technician roles 1. Assist with and support patient treatment plans 2. Consult and counsel re, medication therapies, treatment options, behavioral interventions, group or individual therapy 3. Monitor medications and records 4. Research and keep up to date: medications, dosage requirements, safety issues 5. Reporting: issues, concerns or problems, changes in patient mental or physical health B. Tasks 1. Assist with personal hygiene 2. Administer medications 3. Monitor vital signs 4. Assessment and data collection 5. Observation Record keeping and documentation 6. Lead group sessions 7. Serve as part of crisis intervention team C. Skills required of the psychiatric technician 1. Active listening 2. Reading comprehension 3. Oral expression 4. Knowledge of human behavior 5. Assessment skills 6. Basic nursing skills 7. Critical thinking				**Objective #2-Discuss the importance of using proper body mechanics in patient care.** **Upon completion the student will be able to correctly:** 1. state the principles of correct body mechanics. 2. Use proper body mechanics in lifting, moving, transferring, and ambulating a patient. **Objective 3-Demonstrate the principles of positioning, moving, transferring and transporting patients.** **Upon completion the student will be able to correctly:** 1. Safely and correctly place clients in supine, Fowler's, Semi-fowler's, and Sim's positions as appropriate in the clinical setting. 2. Utilize positioning devices safely and correctly in the clinical setting. 3. Correctly demonstrate logrolling with a client as appropriate. 4. Correctly and safely demonstrate how to move a patient up in bed. 5. Use a gait belt to transfer a patient to a chair or wheelchair correctly. 6. Demonstrate safe transportation of a patient in a wheelchair.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Identify professional organizations and licensing boards that govern Psychiatric Technician practice.**	A. Professional Organizations 1. Board of Vocational Nursing and Psychiatric Technician 2. California Association of Psychiatric Technicians B. Define the term professional 1. Refers to types of work that requires a high degree of knowledge, skill, sound judgment, and practice. 2. Also refers to a set of qualities of personal behavior in work-related situations. a. Competent and qualified b. Conscientious, serious c. Integrity, high personal standards d. Courteous		**Research internet resources** http://psychtechs.net/pages/home.cgi CAPT website http://www.bvnpt.ca.gov/ Board of Vocational Nursing and Psychiatric Technicians **Study Guide 1.1** Psychiatric Technician Scope of Practice. Review in class and discuss the wide variety of tasks, skills and responsibilities required of Psychiatric Technicians		**Objective 4-Identify and discuss the difference between active and passive range of motion.** **Upon completion the student will be able to correctly:** 1. Demonstrate the ability to safely perform passive range of motion to all extremities.
	Objective 4 **Describe the Psychiatric Technician Scope of Practice.**	A. Scope of Practice – identify and discuss.				
	Objective 5 **Identify the Standards of Practice for the Psychiatric Technician.**	A. Standards of Practice 1. Documentation 2. Planning 3. Intervention 4. Evaluation 5. Interdisciplinary collaboration 6. Peer review 7. Continuing education 8. Healthcare programs 9. Research		**Study Guide 1.2** Standards of Practice for the Psychiatric Technician. Review in class and discuss how important Standards of Practice are to a profession		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 2 (ETH-4.0)	**Objective 1** **Discuss legal aspects of Psychiatric Technician practice**	A. Sources of Law 1. Judicial law 2. Administrative law B. Laws related to Nursing Practice and licensure 1. Nurse Practice Act 2. Scope of Practice 3. Licensure 4. Professional Accountability 5. Professional Discipline C. Laws and guidelines affecting Nursing Practice 1. Occupational Safety and Health Act (OSHA) 2. Child Abuse Prevention and Treatment Act 3. Discrimination 4. Sexual Harassment 5. Patient's Rights 6. HIPPA/Confidentiality D. Legal Documents 1. The chart or medical record 2. Consents and releases 3. Advance directives E. Violations of Law 1. Negligence and malpractice 2. Assault and battery 3. False imprisonment (use of restraints) 4. Invasion of privacy	**Learning Activities** Use activities in selected text or accompanying study guide.	**Required Reading** Read chapters in selected text on the topics in Column 1. (applies to objectives 1-3)		**Day #2-Skills Lab (6 hrs)** **Objective #5 -Discuss the use of assistive devices in patient care** **Upon completion the student will be able to correctly:** 1. demonstrate how to measure for crutches 2. Assist clients in the clinical setting with assistive devices as appropriate. 3. demonstrate walking with crutches using a four point gait, three point gait, two point gait, and a swing through gait. 4. demonstrate how to walk with a walker. **Objective #6-Describe the safe ambulation of patients.** **Upon completion the student will be able to**: 1. Correctly and safely demonstrate how to sit a patient up in bed, dangle at the bedside, and move to a standing position. 2. Correctly and safely demonstrate how to ambulate a patient using a gait belt. 3. Correctly demonstrate how to break a fall.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		F. Decreasing legal risks 1. Competency in practice 2. Following policies and procedures 3. Proper documentation Incidence or occurrence reports.				
	Objective 2 **Identify and discuss patient rights as outlined by the American Hospital Association.**	1. The American Hospital Association Patient's Bill of Rights was a set of goals that defined a patient's rights in a hospital setting. Included: 2. Right to considerate and respectful care 3. Right to current and understandable information concerning diagnosis, treatment, and prognosis 4. Right to know the identity of physicians, nurses, and others involved in their care 5. Right to make decisions about the plan of care prior to and during the course of treatment, and to refuse a recommended treatment or plan of care 6. Right to have an advance directive 7. Right to every consideration of privacy				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		8. Right to expect that all communications and records pertaining to his/her care will be treated as confidential, except in cases such as suspected abuse and public health hazards 9. Right to review the records pertaining to his/her medical care 10. Right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services 11. Right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care 12. Right to consent to or decline to participate in proposed research studies or human experimentation	**Group Activity** Assign one or two of the rights to groups of students, have them discuss the implications for practice and present their findings to the class			**Objective 7-Discuss safety issues** **Upon completion of this unit the student will be able to correctly**: 1. Verbalize the circumstances under which restraints may legally be used in the health care setting. 2. Demonstrate how to do a quick release knot 3. Demonstrate application of the following types of restraints: posey vest, wrist restraints, and mitt.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		13. Right to expect reasonable continuity of care 14. Right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities 15. This bill of rights has been replaced with the Patient Care Partnership, also from the American Hospital Association, which serves the same goals				<u>Day #3-Skills Lab (6)</u> **Module 6-Introduction to Nursing and Basic Nursing Skills** **Objective 3-Discuss each vital sign and the normal ranges for each one.** **Upon completion of this unit the student will be able to:** 1. Correctly convert between Fahrenheit and Centigrade. 2. Correctly demonstrate how to take both an oral and an axillary temperature. 3. Demonstrate accurate interpretation of the temperature. 4. Accurately record temperature on vital sign flow sheet 5. Correctly and accurately demonstrate how to take a radial pulse. 6. Correctly and accurately demonstrate how to take an apical pulse 7. Correctly identify the characteristics of the pulse. 8. Accurately record pulse on vital sign flow sheet. 9. Correctly and accurately demonstrate how to measure respirations through observation. 10. Accurately record respiratory rate on vital sign flow sheet. 11. Utilize correct blood pressure cuff size when taking blood pressure.
	Objective 3 **Discuss Code of Ethics in psychiatric practice.**	The PT provides care with respect for human dignity and the uniqueness of the client/patient A. The PT acts to safeguard the client's right to privacy and dignity B. The PT acts to protect clients/patients and the public from the incompetent, unethical, or illegal practice of any person C. The PT assumes responsibility and accountability for individual nursing judgments and actions, and for the quality and extent of services performed D. The PT maintains professional competency through continuing education				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		E. The PT respects the findings, views, and actions of other disciplines F. The PT participates in activities that contribute to the ongoing development of the profession G. The PT participates in the profession's efforts to implement and improve the profession's Standards of Practice H. The PT participates in the profession's efforts to establish and maintain conditions of employment conducive to quality psychiatric nursing care I. The PT participates in the profession's effort to protect the public from misinformation and misrepresentation, and to maintain the integrity of psychiatric nursing care J. The PT collaborates with members of the health professions and other citizens in promoting community and national efforts to meet themental health needs of the public K. The PT maintains readiness to provide appropriate professional services in public emergencies	Interpretive statements for the Code of Ethics may be found at: http://psychtechs.net/pages/home.cgi	**Study Guide 1.3** Psychiatric Technician Code of Ethics		12. Demonstrate accuracy in the measurement of blood pressure. 13. Correctly record blood pressure reading on vital sign flow sheet. 14. Utilize pain scale correctly when assessing a client for pain. 15. Conduct an interview to evaluate the results of pain treatment. 16. Record pain assessment on vital sign flow sheet correctly.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective 5-Identify methods of providing/assisting with personal care needs and patient hygiene. **Upon completion of this unit the student will be able to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 3	**Objective 1** **Identify Leading Health Indicators for *Healthy People 2012* and discuss how these can help improve the health of a community.**	A. Leading Health Indicators 1. Physical activity 2. Overweight and obesity 3. Tobacco use 4. Substance abuse 5. Responsible sexual behavior 6. Mental health 7. Injury and violence 8. Environmental quality 9. Immunization 10. Access to health care B. See Group Activity and Internet Resource.	**Learning Activities** - Use activities in selected text or associated study guide from text. **Internet Resources** http://www.healthypeople.gov/LHI/ Healthy People Leading Health Indicators	**Required Reading** In required textbook(s), read chapters on topics listed in Column I **Group Activity** - Have students identify organizations and programs in their community that address these specific indicators. - Have groups identify what may be included in the assessment of each one of these indicators. **Group Activity** Identify 2 activities that could be organized in the community for: 1. Primary prevention 2. Secondary Prevention 3. Tertiary Prevention		
	Objective 2 **Define health promotion and how early intervention can promote health**	A. Identify and describe the levels of health promotion/intervention. 1. Primary prevention 2. Secondary prevention 3. Tertiary prevention 4. Define the following terms as they relate to health promotion a. Health habits b. Health risks c. Screening program d. Disease prevention				

Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Describe various health care delivery**	A. Health care delivery systems can be categorized in many ways, for example: 1. According to the type and complexity of the services provided: a. Health promotion and illness prevention (address healthy eating, weight control, stress reduction, immunizations, flu shot clinics, etc.) b. Diagnosis and treatment of illness. c. Rehabilitation (restoring people to useful function in physical, mental, social, economic, and vocational areas) 2. Location of services: a. Public Health Systems (community clinics) b. Private Physician's Offices c. Acute care settings (hospitals, emergency rooms) d. Ambulatory Care Centers e. Occupational Health Clinics f. Long Term Care Facilities 3. Source of Funding: a. FFS (fee for service) b. HMO (Health Maintenance Organization) c. PPO (Preferred Provider Organization)	**Lecture/Discussion** - The World Health Organization (WHO) recently (in 2000) ranked the overall performance of the U.S. healthcare systems 37th out of 191 countries worldwide. Any ideas why?			

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		a. Funded through local, state or federal government: i. Medicare ii. Medicaid iii. SCHIP (State Children Health Insurance Program				
	Objective 4 **Explain the role of the psychiatric technician in patient education.**	A. Purposes of teaching 1. Prevention of illness / promotion of wellness 2. Increase knowledge and understanding of disease or disorder, including diet, medications, treatment, and self-care 3. Increase motivation and compliance 4. Decrease anxiety/worry B. Modes of learning 1. Visual 2. Auditory 3. Kinesthetic C. Domains of learning 1. Cognitive 2. Affective 3. Psychomotor D. Assessment of learning needs 1. Factors affecting learning a. Culture b. Confidence and abilities c. Readiness d. Barriers E. Teaching plan 1. Identify objectives 2. Collaborate with others 3. Identify resources F. Implement G. Evaluate H. Document		**<u>Group Activity</u>** Create a teaching plan for a specific disease or disorder		

Key:

For All Programs:	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	**For VN Programs only:**	**For PT Programs only:**
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	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Patient Care Concepts **Week:** #2

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 4 (A/P-0.5) (NP-3.0) (Fund-2.0) (CT-2.5)	**Objective 1** **Describe the role and responsibilities of the psychiatric technician student in the clinical setting.**	A. Examine the clinical syllabus 1. Attendance/punctuality 2. Uniform 3. Equipment/supplies 4. Attends orientation and post conferences 5. Policies and protocols 6. Confidentiality 7. Teamwork 8. Breaks 9. Communication 10. Interpersonal relationships 11. Documentation 12. Reporting 13. Bloodborne pathogen exposure B. Examine the clinical calendar for clinical related deadlines 1. Assignments	Lecture Discussion Reading Transparencies Study guide Audiovisual aids **Study guide 1.1** Maslow's Hierarchy of Needs	(Applies to Theory Objectives 1-13) **Required Reading** - Clinical Syllabus - Clinical Calendar/Schedule **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material		**Day #1-Skills Lab (6 hrs)** **Module 7-Physical/Health Assessment** **Objective #1-Discuss the initial data collection included in a physical health assessment.** **Objective #2-Explain and describe physical examination techniques.** **Objective 3-Identify components of a head to toe assessment** **Upon completion of this unit the student will be able to:** 1. Correctly demonstrate a comprehensive head to toe physical assessment using the techniques of inspection, observation, palpation, percussion, and auscultation **Module 10-Nutritional Concepts** **Upon completion of this unit the student will be able to** 1. Discuss the considerations important when feeding patients. 2. Demonstrate the nursing care when feeding a patient with dysphagia.
	Objective 2 **Describe the application of the nursing process to basic medical-surgical nursing.**	A. Identify the goal of the nursing process B. Identify the components of the nursing process C. Identify the different types of assessment (comprehensive, focused, ongoing) D. Identify the difference between objective and subjective data E. Identify the components of a health history F. Identify the difference between a medical diagnosis and a nursing diagnosis				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Explain the role of the psychiatric technician in the nursing process.**	A. Establish a database concerning a client's physical, emotional, and psychosocial health B. Identify health promoting behaviors as well as actual and/or potential health problems C. Plan nursing interventions that can help prevent, minimize, or alleviate specific health problems D. Identify long term and short term goals to determine outcomes of care E. Implement nursing actions directed at preventing or minimizing the underlying causes of a problem F. Assess patient before, during, and after interventions have been implemented G. Evaluate the outcomes of the interventions	**Group Activity** Complete a nursing care plan on a selected patient problem.			**Day #2-Skills Lab (6 hrs)** **Module 7-Physical/Health Assessment** **Objective #1-Discuss the initial data collection included in a physical health assessment.** **Objective #2-Explain and describe physical examination techniques.** **Objective #3-Identify components of a head to toe assessment** **Upon completion of this unit the student will be able to:** 1. Correctly demonstrate a comprehensive head to toe physical assessment using the techniques of inspection, observation, palpation, percussion, and auscultation
	Objective 4 **Explain the relationship between the nursing process and critical thinking.**	A. Identify the components of critical thinking: observing, deciding what is important, looking for patterns & relationships, identifying normal and abnormal, identifying the problem, transferring knowledge from one situation to another, applying knowledge, and evaluating outcomes according to criteria established B. Assessment 1. Is the data complete? 2. What other data is needed?	**Group Activity** Read a case study; write a care plan; have students evaluate other students' care plans, looking for the components of critical thinking			

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		3. What are some possible sources of that data? 4. What assumptions of biases do I have in this situation? 5. What is the client's point of view? 6. Are there other points of view? 7. What does this data mean? 8. What else could be happening? 9. Are there any gaps in the data? C. Planning and outcome identification 1. What are the goals for this client? 2. What are the expected outcomes for this client? 3. What interventions are to be used? 4. Who is the best qualified person to perform these interventions? 5. How much involvement can the client and family or significant others have at this time? 6. How much involvement does the client wish to have at this time? D. Implementation 1. What are the most critical steps in this intervention? 2. How do I meet the client's needs and maintain safety? 3. What is the client's response to the intervention?				**<u>Day #3-Skills Lab (6 hrs)</u>** **Objective #3:** Discuss each vital sign and the normal ranges for each one. Skills competency-Vital Signs **Upon completion of this unit the student will be able to demonstrate:** 1. Correctly demonstrate how to take both an oral and an axillary temperature. 2. Correctly and accurately demonstrate how to take a radial pulse. 3. Correctly and accurately demonstrate how to take an apical pulse 4. Correctly identify the characteristics of the pulse. 5. Correctly and accurately demonstrate how to measure respirations through observation. 6. Utilize correct blood pressure cuff size when taking blood pressure. 7. Demonstrate accuracy in the measurement of blood pressure. 8. Correctly record blood pressure reading on vital sign flow sheet. 9. Utilize pain scale correctly when assessing a client for pain. 10. Record pain assessment on vital sign flow sheet correctly.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		E. Evaluation 1. Were the interventions successful / goals achieved? 2. Do I need to alter the intervention – why? – How? 3. How could things have been done differently? 4. What data do I need to make new decisions?				
	Objective 5 **Describe the characteristics of a critical thinker.**	A. Curiosity B. Systematic thinking C. Analytical D. Open minded E. Self-confident F. Mature G. Truth seeking H. Aware of strengths and capabilities I. Aware of limitations J. Creative K. Aware that mistakes lead to new knowledge L. Willing to persevere M. Able to weigh advantages and disadvantages before making decisions				
	Objective 6 **Describe how critical thinking skills are used in clinical practice.**	A. Interpretation B. Analysis C. Evaluation				
	Objective 7 **Define the concept of holistic health.**	A. A system of comprehensive patient care that considers the physical, emotional, social, economic, and spiritual needs of individuals				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 8 **Describe the guidelines for nurse-patient relationship.**	A. Identify the difference between being a helper (caregiver role) versus being a friend while in a caregiver role. B. Characteristics: a. boundaries b. professional c. time limited d. one way				
	Objective 9 **Describe the health-illness continuum.**	A. Describe the concept of a health-illness continuum and the fact that at any given time each one of us is somewhere on that continuum B. Identify the following terms: 1. Homeostasis 2. Morbidity 3. Mortality 4. Acute illness 5. Chronic illness 6. Sequelae 7. Primary illness 8. Secondary illness 9. Terminal illness 10. Remission 11. Exacerbation 12. Heredity conditions 13. Congenital disorders C. Describe the difference between primary, secondary, and tertiary prevention				
	Objective 10 **List Maslow's five basic human needs and explain why they constitute a hierarchy.**	A. Physiological needs B. Safety and security C. Love and belonging D. Self-Esteem E. Self-Actualization	**Study Guide 13.1** Maslow's Hierarchy of Needs			

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 11 **Describe the pathophysiology of the stress response system.**	A. Homeostasis - tendency of biologic systems to maintain stability of the internal environment by continuously adjusting to changes necessary for survival B. Stress – biologic reactions that take place in response to a stressor as the organism attempts to adapt 1. Identify/explain the following: 2. The difference between local adaptation and general adaptation 3. The body's response to "fight or flight" 4. The three stages of the stress response system a. Alarm Reaction Stage b. Resistance Stage c. Exhaustion 5. The signs and symptom of stress 6. The concept of 'diseases of adaptation' 7. The impact of chronic stress on health 8. The impact of stress on the family C. Reducing stress and anxiety in patients 1. Explain things 2. Listen 3. Provide privacy 4. Satisfy dietary needs 5. Return to bedside when you say you will Administer pain meds as needed 6. Allow for rest periods		**Group Activity** Have students discuss why it is important to identify their role when taking care of people they know.		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		7. Limit visitors 8. Reduce noise level 9. Keep patient informed 10. Allow for choices 11. Provide for personal comfort		**Group Activity** Have students stand somewhere on a line that represents the health -illness continuum, with one end of the line representing optimal health and the other end representing death. Have students explain why they placed themselves in that position and strategies they can implement to move closer to the optimal health end of the continuum.		
	Objective 12 **Identify common coping strategies.**	A. Healthy coping strategies: 1. Use of support systems 2. Accepting responsibility 3. Prayer 4. Meditation 5. Relaxation techniques 6. Problem solving 7. Visual imagery B. Unhealthy: 1. Overeating 2. Withdrawal 3. Aggression/anger 4. Substance use/abuse				
	Objective 13 **Define and describe complementary and alternative therapies and the psychiatric technician's role in relation to both.**	A. National Center for Complimentary and Alternative Medicine: 1. Complementary medicine is used together with conventional medicine 2. Alternative medicine is used in place of conventional medicine. A. Alternative remedies 1. Herbal remedies 2. Acupuncture B. Mind-body interventions 1. Meditation 2. Yoga 3. Prayer 4. Guided imagery 5. Biofeedback		**Group Activity** Have students read through a case study, identify the various problems, determine where each problem falls on the hierarchy, and determine the priority of care for each of the problems. **Group Activity** Complete a Life Events Stress Scale. Identify current stressors		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		C. Manual healing 1. Touch 2. Chiropractic 3. Reflexology D. Diet, nutrition, lifestyle changes 1. Metabolic diet 2. High dose vitamin therapy E. Use of unapproved and/or recreational drugs F. PT's role 1. Know therapies patient is taking/using 2. Identify potential for interaction with current treatment 3. Respect patient's rights in relation to the use of alternative therapies 4. Patient education				

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Disease Transmission and Prevention **Week:** #3

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 5 CDIS (8.0 Hr)	**Objective 1** **Identify factors that predispose an individual to infection**	A. Age B. Disease History C. Medical Treatments D. Surgical Procedures E. Nutritional Status F. Immunization History G. Socioeconomic status H. Lifestyle	**Lecture/Discussion** • Discuss the different circumstances under which Standard Precautions vs. airborne, droplet, and contact precautions would be implemented. • Identify and discuss methods for implementing airborne, droplet, and contact precautions	(Applies to Theory Objectives 1-10) **Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Group Activity** - Analyze a case in which the chain of infection is maintained. - Analyze a case in which the chain of infection is broken		**Day #1-Clinical Facility (6 hrs)** **Orient to Clinical Facility** **Upon completion of the clinical experience the student will be able to:** 1. Explain the HIPAA requirements of the facility 2. Discuss the purpose of an Ombudsman 3. Discuss the specific policies and procedures of the facility 4. Discuss the routine of the unit. 5. Identify locations of patient care equipment. 6. Identify when hands should be washed 7. Demonstrate hand washing technique If needed and appropriate: 8. Demonstrate donning and removal of protective masks 9. Demonstrate donning and removal of protective gowns 10. Identify when non-sterile gloves should be worn 11. Demonstrate the donning, removal, and disposal of non-sterile gloves 12. Identify when sterile gloves should be worn 13. Demonstrate the donning, removal, and disposal of sterile gloves
	Objective 2 **Define and discuss the chain of infection and methods used to break the chain in order to prevent the spread of infection**	A. Chain of Infection: 1. Infectious agent 2. Reservoir or source 3. Portal of exit 4. Mode of transmission 5. Portal of entry 6. Susceptible host B. Methods used to break the chain: 1. Bodily defenses against infection 2. Hand washing 3. Medical and Surgical Asepsis 4. Standard Precautions 5. Personal Protective Equipment (PPE)				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Define and differentiate between the guidelines issued by the Center for Disease Control (CDC) for Standard Precautions and for Transmission-Based Precautions for infection control.**	A. Standard Precautions - designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection. Combination of: B. Universal (Blood and Body Fluid) Precautions (designed to reduce the risk of transmission of bloodborne pathogens). C. Body Substance Isolation (designed to reduce the risk of transmission of pathogens from moist body substances). D. Transmission-Based Precautions - designed for patients infected with highly transmissible pathogens for which additional precautions are needed to interrupt transmission. There are three types depending upon route of transmission: 1. Airborne precautions 2. Droplet precautions 3. Contact precautions				**<u>Day #2-Clinical Facility (6 hrs)</u>** **Participate in patient care** **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. 6. Use proper body mechanics in lifting, moving, transferring, and ambulating a patient. 7. Safely and correctly place clients in supine, Fowler's, Semi-fowler's, and Sim's positions as appropriate in the clinical setting. 8. Utilize positioning devices safely and correctly in the clinical setting. 9. Correctly demonstrate logrolling with a client as appropriate. 10. Correctly and safely demonstrate how to move a patient up in bed. 11. Use a gait belt to transfer a patient to a chair or wheelchair correctly.
	Objective 4 **Identify the various body defense mechanisms which provide protection against infection.**	A. First lines of defense 1. Intact skin 2. Mucous membranes secretions 3. Cilia B. Secondary lines of defense 1. Inflammatory response 2. Immune response				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 5 **Identify common types of infectious diseases, their etiologies, treatments, and related nursing interventions.**	A. Bacteria B. Viruses C. Fungi D. Protozoa E. Rickettsiae F. Helminths				12. Demonstrate safe transportation of a patient in a wheelchair. **Upon completion the student will be able to correctly and if needed and/or appropriate:**
	Objective 6 **Identify and describe diagnostic tests and procedures used to determine specific infectious diseases.**	A. Laboratory studies B. Radiographic studies				1. Demonstrate the ability to safely perform passive range of motion to all extremities. 2. Assist clients in the clinical setting with assistive devices as needed and appropriate. 3. Correctly and safely demonstrate how to sit a patient up in bed, dangle at the bedside, and move to a standing position, if needed 4. Correctly and safely demonstrate how to ambulate a patient using a gait belt if needed and appropriate.
	Objective 7 **Define and discuss the term "nosocomial" infection.**	A. Definition – hospital acquired infection B. Individuals who are at high risk C. Methods by which nosocomial infections are acquired D. Most common sites of infection E. Most frequently encountered pathogens F. Nursing interventions to prevent nosocomial infections				
	Objective 8 **Describe how inflammation acts as a bodily defense mechanism.**	A. Hemodynamic changes B. Increased capillary permeability C. Release of chemical mediators D. Release of anti-inflammatory chemicals (corticosteroids)				
	Objective 9 **Identify the signs and symptoms of infection.**	A. Localized B. Systemic				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 10 **Describe the nursing care for a patient with an infectious disease.**	A. Standard Precautions plus Transmission-Based Precautions (determine mode of transport i.e. contact, droplet or airborne) B. Medical asepsis C. Hazardous waste disposal				**<u>Day #3-Clinical Facility (6 hrs)</u>** **Participate in Patient Care** **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. 6. Perform all activities as needed and/or appropriate related to mobility, elimination and nutrition.

Key:

For All Programs:		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	**For VN Programs only:**		**For PT Programs only:**	
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		

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Communicating and the Nurse-Patient Relationship **Week:** #4

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 6 (A/P-1.0) (NP-1.0) (COM-3.0) (CULT-2.0) (EOL-1.0)	**Objective 1** **Identify and discuss the basic components of communication.**	A. Describe the differences between verbal and nonverbal communication. 1. Verbal: words either spoken or written 2. Non-Verbal: conveys feelings and thoughts a. Gestures b. Expressions c. Body posture d. Intonation e. General appearance 3. Observations of non-verbal behavior a. Anxiety b. Fear c. Pain d. Boredom e. Lack of understanding 4. Congruency a. Verbal and non-verbal communication are in agreement B. Discuss the difference between passive, aggressive, and assertive communication 1. passive 2. aggressive 3. assertive	Lecture Discussion Reading Transparencies Study guide Audiovisual aids **Learning Activities** Use activities in selected text or associated study guide from text. **Group Activity** Have students demonstrate different types of non-verbal behavior. Have students identify and discuss both congruent and non-congruent messages in the communication. Have students practice saying the same phrase or response to someone in various styles of communication (passive/ aggressive/ assertive) to see how it can change the meaning or effect.	**Required Reading** Read appropriate chapters in selected text (applies to objectives 1-6) **Study Guide 2.1** Guidelines for Process Recording **Study Guide 2.2** Process Recording Format		**Day #1-Clinical Facility-(6 hrs)** Participate in patient care **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. 6. Perform all activities as needed and/or appropriate related to mobility, elimination and nutrition.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 2 **List and describe factors that influence the way a person communicates.**	A. Cultural differences B. Past experience C. Emotions and mood D. Attitude E. Belief systems F. Sensory impairments G. Generational differences				**<u>Day #2-Clinical Facility-(6 hrs)</u>** **Participate in patient care** **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. 6. Perform all activities as needed and/or appropriate related to mobility, elimination and nutrition.
	Objective 3 **Identify basic communication skills required for effective communication.**	A. Active listening and focused attention 1. Discuss the difference between listening and observing, and the importance of doing both B. Recognizing and interpreting non-verbal behavior C. Obtaining feedback 1. Define feedback. 2. How is it used?				
	Objective 4 **Identify and discuss therapeutic communication techniques.**	A. Open-ended questions B. Restatement C. Reflection D. Seek clarification E. Encourage elaboration F. Silence G. Summarizing	**<u>Group Activity</u>** Have students discuss and role-play the different types of therapeutic communication techniques.			
	Objective 5 **Identify and discuss blocks to communication.**	A. Changing the subject B. Giving false reassurance C. Judgmental response D. Defensive response E. Asking probing questions F. Using clichés G. Giving advice H. Inattentive listening	**<u>Group Activity</u>** Have students discuss and role-play the different blocks to communication. **<u>Group Activity</u>** Have students role-play interviewing a patient using the 4 column Process Recording format.			

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 6 **Establish a nurse-patient/client relationship.**	Practice effective communication techniques. 1. Role-play, with a fellow student as the patient, using therapeutic communication techniques during the interview 2. Use the guidelines for process recording during the interview. 3. Using the guidelines for process recording, interview a patient (with permission). Discuss the following: how the student felt during the interview, how the client felt, and summary and impressions of the interview.		**Study Guide 2.1** Guidelines for Process Recording **Study Guide 2.2** Process Recording Format		**Day #3-Clinical Facility-(6 hrs)** **Participate in patient care** **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 7. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 8. Give a bed bath to a client in a safe and correct manner. 9. Correctly demonstrate how to make an occupied bed. 10. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 11. Give a back massage to a client in the clinical setting in a correct manner. 12. Perform all activities as needed and/or appropriate related to mobility, elimination and nutrition. 13. Be able to identify and demonstrate therapeutic communication techniques when interacting with or interviewing individuals interview a client in the clinical setting (after obtaining permission) and document this interview using the process recording form

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 7 Cultural concepts (CCC-2.0))	**Objective 1** **Describe cultural concepts related to nursing and health care.**	A. Characteristics of culture B. Cultural diversity C. Ethnocentrism D. Culturally influenced characteristics of behavior	**Suggested Guest Speaker** Invite guest speaker from a hospice organization to come and give a presentation on services provided. **Learning Activities** Select activities from study guide book applicable to lecture material.			
	Objective 2 **Identify traditional health practices and beliefs of major ethnic groups in the United States.**	A. Hispanic B. African American C. Jewish D. Middle Eastern E. Native American F. Pacific Islanders G. Asian H. Central and South American				
	Objective 3 **Explain some of the cultural influences on the interactions of patients and families within the health care system.**	A. Language barriers B. Authority figures C. Food preferences D. Use of symbols in healing E. Religious practices F. Loss of dignity/control G. Meanings of words H. Beliefs, values, family and gender issues that could affect response to illness and medications.				
	Objective 4 **Discuss cultural considerations in providing culturally sensitive nursing care.**	A. Sensitivity to differences in attitudes, beliefs, and behaviors B. Self-awareness of personal attitudes, beliefs and biases C. Communication differences D. Dietary preferences E. Personal health beliefs and practices				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
(NP-0.5)	**Objective 5** **Discuss ways in which planning and implementation of nursing interventions can be adapted to a patient's ethnicity.**	A. Dietary modifications B. Inclusion of family C. Interpreters, age, and gender appropriateness D. Return demonstrations				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 8 (EOL-0.5)) (COM-0.5) (A/P-0.5) (ETH-0.5) (NP-0.5) (CCC00.5)	**Objective 1** **Describe the difference between loss and grief.**	Loss 1. Value is determined by the person suffering B. Grief 1. Grieving process 2. Bereavement 3. Anticipatory grieving 4. Dysfunctional grieving 5. Stages of Grieving (Kubler-Ross) a. Denial b. Anger c. Bargaining d. Depression e. Acceptance 6. Symptoms of grief: a. emotional i. Anger ii. Guilt iii. Anxiety iv. Despair b. physical i. Sleep difficulties ii. Change in appetite; GI upset iii. Impaired immune system C. Therapeutic communication skills		**<u>Required Reading</u>** Read appropriate chapters in selected text on the topics in column I. (applies to objectives 1-8) **<u>Suggested Learning Activity</u>** Have each student research a culture (other than their own) and complete a poster presentation on specific culture or religion-based death and dying practices. Post posters in the classroom and have each student share what they learned with the class. - Discuss experiences with death, either as an in-class discussion or a journaling assignment		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 2 **Discuss the process of dying and the patient's rights during the dying process.**	A. Define death 1. Brain death 2. Suicide 3. Terminally ill B. Standards of care for the terminally ill 1. Honoring patient rights versus hospital rules 2. Relieve discomfort 3. Pain control 4. Legal wishes 5. Patient confidence with level of care and level of communication. 6. Ample opportunity to finish business with loved ones and say goodbyes 7. Opportunity to spend final moments in a meaningful way with people who are important to the patient 8. Family members and significant others will have the opportunity to talk to staff about their needs 9. Family members will be provided with private time with patient before and after death as desired 10. Family members will be allowed to perform rituals and carry out cultural customs regarding the body after death		**Lecture/Discussion** In-class debate on withdrawal of life support from patients in a persistent vegetative state **Suggested Group Activity** - Divide class into small groups. - Have each group research different hospice agencies to identify the level and types of service available in different hospice settings and present information to class.		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		C. End of life care within the health care system 1. Rights of the dying patient 2. Be treated as a human 3. Caring human contact 4. Pain control 5. Cleanliness and comfort 6. Maintain a sense of hope 7. Participate in care and planning of care 8. Respectful, caring medical and nursing attention 9. Continuity of care and care givers 10. Information about condition and impending death 11. Honest answers to questions 12. Explore and change religious beliefs 13. Maintain individuality and express emotions freely 14. Make amends and settle personal business 15. Say goodbye in private or with the assistance of the nurse 16. Assistance for significant others with the grief process 17. Withdraw from social contact if desired 18. Die at home in familiar surroundings 19. Die with dignity 20. Respectful treatment of the body after death				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Define the legal terms and identify the associated ethical aspects of life and death issues.**	A. Advanced Directives B. Durable power of attorney C. Responsibility of the Psychiatric Technician 1. Euthanasia a. Active b. Passive 2. Assisted suicide 3. Adequate pain control 4. Organ and tissue donation 5. DNR 6. Will	**Lecture/Discussion** In-class debate on: - Assisted suicide -Euthanasia - DNR **Lecture/Discussion** In-class debate on: Should family be present during code? **Suggested Guest Speaker** Invite guest speakers from cultural-based or religious-based organization to come and give a presentation on cultural practices.			
	Objective 4 **Identify the signs of impending death.**	Physical 1. Systems approach 2. Vital signs 3. Breathing changes (Cheyne-Stokes) 4. Hearing B. Psychosocial and Spiritual 2. Closure 3. Religion 4. Culture 5. Withdrawn C. Role of the Psychiatric Technician	**Suggested Guest Speaker** Invite guest speaker from a hospice organization to come and give a presentation on services provided.			
	Objective 5 **Apply the nursing process to the dying patient.**	A. Assessment 1. Physical 2. Pain 3. Psychosocial 4. Spiritual B. Nursing Diagnoses A. Activity intolerance B. Anxiety C. Fear D. Anticipatory grieving E. Imbalanced nutrition: less than body requirements F. Loneliness G. Pain				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		C. Planning 1. Include patient D. Implementation 1. Include patient, family 2. Pain control 3. Do not worry about addiction 4. Dehydration measures 5. Oxygen 6. Positioning comfort 7. Complementary approaches E. Evaluation 1. Goal met F. Physical and psychosocial comfort				
	Objective 6 **Identify death related religious and cultural practices.**	A. Autopsy is prohibited, opposed, or discouraged by Eastern Orthodox, Muslims, Jehovah's Witnesses, and Orthodox Jews B. Organ donation prohibited by Jehovah's Witnesses and Muslims C. Cremation is prohibited by Mormons, Eastern Orthodox, Islamic, and Jewish Faiths D. Hindus prefer cremation E. Buddhist may allow euthanasia F. Christian Scientists unlikely to use medical means to prolong life G. Jewish faiths may not prolong life after irreversible brain damage H. Bedside death rituals 1. Communion 2. Chanting 3. Shrouding 4. Positioning (Mecca) Reference: Ramont, R. P. & Niedringhaus, D. (2004). *Fundamental Nursing Care.*				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 7 **Describe the role of hospice.**	A. Define hospice B. Location of hospice care C. Define palliative care D. Describe types of care hospice patients can receive E. Comfort care				

Key:

For All Programs:		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	**For VN Programs only:**		**For PT Programs only:**	
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		

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Nutritional Concepts **Week:** #5

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 9 (A/P-1.0) (NUT-3.0) (NP-1.0) (GER-1.0) (CULT-1.0)	**Objective 1** **Identify essential nutrients and the dietary sources of each.**	A. Define nutrients B. Water C. Macronutrients 1. Lipids 2. Carbohydrates 3. Proteins D. Micronutrients 1. Vitamins 2. Minerals	Lecture Discussion Reading Transparencies Study guide Audiovisual aids **Study Guide 6.1** • My Pyramid **Study Guide 6.2** • My Pyramid – Food Intake Patterns **Teacher Guide 6.1** • New Pyramid Presentation (Windows Media A/V) **Internet Resources** http://www.mypyramid.gov / Steps to a Healthier You.	**Required Reading** Read appropriate chapters in selected text. (Applies to Theory Objectives 1-7) **Learning Activity** Have students keep a 3-day food diary, and then analyze their dietary intake using the Food Pyramid.		**Day #1-3-Clinical Facility-(6 hrs)** Participate in patient care **Upon completion of the clinical experience the student will be able to demonstrate the ability to:** 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. 6. Perform all activities as needed and/or appropriate related to mobility, elimination and nutrition.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 2 **Discuss standards for a healthy diet.**	A. USDA Food Pyramid 1. Discuss examples of foods that would be appropriate for each of the food pyramid categories 2. Identify portion sizes 3. Discuss how to determine appropriate number of servings B. Energy Balance C. Calories D. Metabolism E. BMR F. BMI G. Obesity H. Undernutrition I. Malnutrition J. Reading nutrition labels				
	Objective 3 **Identify the therapeutic diets frequently seen in patient care and the types of foods allowed or encouraged with each.**	A. Regular diet B. NPO C. Clear liquid diet D. Full liquid E. Sodium restricted diet F. Fat restricted diet G. Soft diet H. High/low fiber I. ADA diet J. Diet as tolerated				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 4 **Identify the indications for enteral nutrition and the associated safety considerations.**	A. Enteral versus parenteral B. Enteral access devices 1. NG tube 2. Nasoenteric tube 3. Gastrostomy tube 4. Jejunostomy tube 5. Peg tube C. Nursing considerations for the enteral access devices D. Intermittent feeding versus cyclic feeding versus continuous feeding E. Commercially prepared formulas and associated nursing considerations F. Discuss home care considerations for patients on home enteral feedings		**<u>Learning Activity</u>** - Have the students compare the nutrition labels for commercially prepared feeding formulas. - Have the students research homecare agencies that provide assistance with home enteral therapy. - Have the students write an educational plan for patients on home enteral therapy.		
	Objective 5 **Describe cultural influences on nutritional practices**	A. Awareness of nutrition preference of different ethnic groups will enhance ability to provide nutritional counseling B. Awareness of religious influences on nutrition will enhance ability to provide nutritional counseling C. Culturally appropriate mealtime practices				
	Objective 6 **Discuss the important considerations when feeding patients.**	A. Communication B. Preparing the environment C. Preparing the patient D. Checking the meal tray E. Preparing the tray (cutting, packages) F. Feeding patients				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 7 **Describe the appropriate nursing care when feeding a patient with dysphagia.**	A. Define and indicate causes B. Describe the process/mechanism of swallowing C. Discuss the process of feeding dysphagia patient D. Identify safety considerations associated with dysphagia feeding E. Types of dysphagia diets 1. Honey thick 2. Nectar thick 3. Pudding 4. Thin		**Learning Activity** - Have each student research a culture (other than their own) and complete a poster presentation on specific culture or religion-based nutrition practices or mealtime practices. - Post posters in the classroom and have each student share what they learned with the class. **Learning Activity** - Have the students pair up and take turns feeding each other, blindfolding the student who is being fed.		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 10 Laboratory and Diagnostic Testing	**Identify and describe the more commonly used diagnostic tests and specimen collection procedures.**	A. Blood studies 1. CBC 2. PT, PTT , INR 3. Blood chemistry 4. Blood glucose 5. Serology B. Urinalysis 1. Random collection 2. Sterile collection 3. 24 hour collection C. Stool cultures 1. Occult blood 2. Ova and parasites D. Wound cultures E. Radiographic studies 1. Ultrasound 2. X-rays 3. Fluoroscopy 4. Radionuclide 5. CT scan 6. Pet scan 7. MRI F. Cardiac studies 1. Electrocardiogram 2. Angiography and arteriography 3. Treadmill stress test G. Pulmonary function studies H. Endoscopic examinations 1. Gastroscopy 2. Proctosigmoidoscopy 3. Colonoscopy 4. Cystoscopy 5. ERCP I. Aspirations 1. Bone marrow 2. Liver 3. Spinal fluid				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		4. Abdominal fluid 5. Pleural fluid J. Electroencephalography K. Other				
	Objective 2 **Identify the psychiatric technicians' responsibilities related to specimen collection and diagnostic testing procedures.**	A. Signed consent (must be informed consent with full disclosure) B. Determine nursing responsibilities related to each of the above tests 1. NPO 2. Standard precautions 3. Allergies 4. Religious or cultural issues 5. Preparation of the patient 6. Metallic implants C. Patient teaching 1. Purpose of test 2. What to expect 3. Length of test 4. Preparation prior to test 5. Taking medication prior to testing 6. Aftereffects of the testing 7. Post test measures 8. When results might be available 9. Need for transport after test D. Specimen collection 1. Urine a. clean b. sterile 2. Feces 3. Sputum 4. Exudate 5. Skin cells 6. Special handling				

Key:

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

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Medication Administration **Week:** #6

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
MODULE 11 (A/P-0.5) (NP-1.0) (Fund-0.5) (CDIS-0.5) (PE-0.5) (ETH-0.5) (CT-0.5) (PHARM-4.0)	**Objective 1** **Review various aspects of pharmacology and medication administration.** **Objective 2** **Discuss medication administration and safety.**	A. Uses for drugs B. Generic and trade names C. Classification of drugs D. Legal controls on drugs E. Pregnancy categories F. Basic concepts 1. Systemic actions of drugs 2. Absorption rates by routs 3. Distribution to tissues 4. Individual responses to drugs 5. Therapeutic ranges A. Routes of administration 1. Oral a. Oral b. Sublingual c. Buccal 2. Parenteral a. Intradermal b. Subcutaneous c. Intramuscular d. Intravenous 3. Skin a. Topical b. Transdermal c. Feeding tubes 4. Mucous membrane a. Vaginal b. Rectal c. Inhalation d. Drops				**<u>Day #1-Skills Lab (6 hrs)</u>** **Upon completion of this unit the student will be able to:** 1. Correctly check order 2. Correctly demonstrate identification of patient rights 3. Correctly demonstrate how to determine unit doses 4. Correctly demonstrate how to measure liquid medications 5. Correctly determine how to calculate dosages 6. Correctly demonstrate the administration of eye drops on a mannequin 7. Correctly demonstrate the technique for administering ear drops

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		B. Abbreviations 1. Acceptable 2. Unacceptable C. Age considerations D. Nursing responsibilities 1. Double check orders 2. Know interaction between medications 3. Know interactions with laboratory tests 4. Check for allergies 5. Know drug and dosage limits 6. Verify questionable orders 7. Crushable drugs 8. Check calculations 9. Do not open before administering 10. Two patient identifiers 11. Assess for therapeutic effect 12. Report medication errors 13. Patient education 14. Know patient rights 15. Document 16. Assess for adverse and side effects 17. Know "high alert" drugs				<u>Day #2-Skills Lab (6 hrs)</u> **Upon completion of this unit the student will be able to:** 1. Demonstrate administration of an intradermal injection 2. Demonstrate administration of a subcutaneous injection 3. Demonstrate administration of an intramuscular injection 4. Correctly calculate dosages from medication orders 5. Correctly calculate dosages by converting between systems
	Objective 3 **Describe techniques of administering oral, topical, and inhalant medications.**	A. Calculating dosage and administering oral medications 1. Tablets 2. Liquid B. Administration of eye medications 1. Drops 2. Ointments C. Administration of ear drops D. Administering inhalant medications E. Administering vaginal medications				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		F. Administering rectal medications G. Administering topical medications H. Administering medications through a feeding tube				**<u>Day #3-Skills Lab (6 hrs)</u>** Skills Competency-Medication Administration
	Objective 4 **Describe techniques of administering intradermal, subcutaneous and intramuscular injections.**	A. Principles for safe administration 1. Use only sterile needles and syringes 2. Select appropriate needle diameter and length 3. Select appropriate injection site 4. Rotate injection sites 5. Check for drug allergies 6. Check when last dose was given 7. Check for previous drug reactions 8. Observe for side effects 9. Observe for therapeutic effect 10. Wear gloves B. Types of syringes C. Sizes of syringes D. Measurement scales 1. TB syringes 2. Insulin syringes E. Needle gauge and length F. Preventing needle sticks G. Preparing the syringe for use H. Parenteral solutions 1. Glass ampules 2. Multidose vials 3. Mix-o-vials 4. Unit dose cartridge				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		I. Drawing up medications 1. Ampoules 2. Vials J. Steps in administering an injection K. Administering insulin 1. Types of insulin 2. Unit dose measurements 3. Site rotation 4. Mixing insulin L. Administering intradermal injections M. Administering subcutaneous injections 1. Heparin administration N. Administering intramuscular injections 1. Site selection 2. Needle length 3. Needle gauge 4. Z track 5. Disposal of syringes				
	Objective 5 **Review calculation of dosages and conversion between systems.**	A. Dosage calculation 1. Review the order 2. Determine dosage to be given 3. Read medication label 4. Determine correct dosage to be given B. Conversion between systems 1. Metric 2. Apothecary 3. Household	**<u>Group Activity</u>** Give each group a list of medication orders and copies of labels of the medications to be given. Have them determine correct dosages. Have them convert between systems if needed.			

Key:

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NUT	Nutrition	LDR	Leadership	FUN	Nursing Fundamentals	NS	Nursing Science Fundamentals
PSY	Psychology	SUP	Supervision	MAT	Maternity Nursing	MD	Mental Disorders
G/D	Normal Growth and Development	ETH	Ethics and Unethical Conduct	PED	Pediatric Nursing	DD	Dev. Disabilities
		CT	Critical Thinking	GER	Gerontological Nursing		

NURSPT 011
MEDICAL SURGICAL NURSING I

WEEK #1

Module 1: Care of the Medical Surgical Patient

1. Describe the application of the Nursing Process to the basic medical-surgical patient.
2. Describe the care of the surgical patient.

Module 2: Fluid and Electrolytes

1. Describe the mechanisms of fluid transport and fluid balance.
2. Describe the primary function of major electrolytes.
3. Identify the causes, signs and symptoms and treatment of fluid imbalance.
4. Identify the causes, signs and symptoms and treatment of electrolyte imbalances.
5. Describe the data to be collected in assessing fluid and electrolyte status.
6. Describe the nursing management of patients with fluid and electrolyte imbalance.

Module 3: Hematological System

1. List the components of the hematological system and describe their role in oxygenation and homeostasis.
2. Describe tests and procedures used to diagnose disorders of the hematological system and nursing considerations for each.
3. Describe the pathophysiology, signs and symptoms and treatment for patients with disorders of the hematological system.

Module 4: Immune System

1. Identify the organs involved in immunity.
2. Describe the difference between innate and acquired immunity.
3. Compare and contrast cell-mediated and humoral immune response.
4. Describe the pathophysiology, signs and symptoms and treatments for disorders of the immune system, including HIV/AIDS.

Module 5: Cardiovascular System-Part I

1. Describe the structure and function of the cardiovascular system.
2. Describe the normal changes of aging as they relate to the cardiovascular system.
3. Describe the critical aspects of data collection and assessment of the patient with a cardiovascular disease or disorder.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the cardiovascular system.

WEEK #2

Module 5: Cardiovascular System-Part II

5. Describe common diagnostic tests, procedures, and related nursing responsibilities for the cardiovascular patient.
6. Define the nutritional concerns of the patient with a cardiovascular disorder.
7. Describe the required patient education for the individual with diseases/disorders of the cardiovascular system.

Module 6: Respiratory System-Part I

1. Describe the structure and function of the respiratory system.
2. Identify the normal changes of aging as they relate to the respiratory system.
3. Identify critical aspects of data collection and assessment of the patient with a respiratory disease or disorder.
4. Explain the pathophysiology, risk factors, signs and symptoms, complications and treatments of patients with diseases and/or disorders of the respiratory system.

WEEK #3

Module 6: Respiratory System-Part II

5. Identify common diagnostic tests, procedures, and related nursing responsibilities for the respiratory patient.
6. Identify the educational needs of the patient with diseases/disorders of the respiratory system.

Module 7: Diabetes Mellitus

1. Describe the role of insulin in the body.
2. Explain the pathophysiology of diabetes mellitus, the signs and symptoms of hyperglycemia and hypoglycemia, the treatment of hyperglycemia and hypoglycemia and the difference between Type 1 and Type 2 Diabetes.
3. Describe the complications of diabetes mellitus.
4. Identify the educational needs of the patient with diabetes mellitus.
5. Describe the nutritional needs of the patient with diabetes.

Module 8: Gastrointestinal System

1. Describe the structure and function of the gastrointestinal system.
2. Identify the normal changes of aging as they relate to the gastrointestinal system.
3. Identify the critical aspects of data collection and assessment of the patient with a gastrointestinal disorder.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications and treatments of patients with diseases and/or disorders of the gastrointestinal system.
5. Identify common diagnostic tests, procedures, and related nursing responsibilities for the patient with a gastrointestinal disorder.
6. Identify the educational needs for the patient with diseases/disorders of the gastrointestinal system.
7. Describe the nutritional needs of the patient with a gastrointestinal disorder.

WEEK #4

Module 9: Urinary System

1. Describe the structure and function of the urinary system.
2. Identify the normal changes that occur in the urinary system during the aging process.
3. Identify the critical aspects of data collection and assessment of the patient with renal disease.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the urinary system.
5. Identify common diagnostic tests, procedures, and related nursing responsibilities for the urinary patient.
6. Identify the educational needs for the patient with diseases/disorders of the urinary system.
7. Describe the importance of fluid management for the patient with a urinary disorder.

Module 10: Musculoskeletal System

1. Identify and describe the structures and functions of the musculoskeletal system.
2. Identify the normal changes of aging as they related to the musculoskeletal system.
3. Describe the critical aspects of data collection and assessment of the patient with a musculoskeletal disease or disorder.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the musculoskeletal system.
5. Describe common diagnostic tests, procedures, and related nursing responsibilities for the patient with a disorder of the musculoskeletal system.
6. Identify common problems and describe nursing interventions in caring for the immobile patient.
7. Identify and discuss the educational needs for the patient with diseases/disorders of the musculoskeletal system.
8. Identify and discuss the nutritional needs of the patient with a musculoskeletal disorder.

WEEK #5

Module 11: Integumentary System-Part I

1. Describe the structure and function of the Integumentary System.
2. Describe the normal changes that occur in the skin during the aging process.
3. List the components of the nursing assessment of the skin.
4. Define the terms used to describe the skin.
5. Explain the tests and procedures used to diagnose skin disorders.

WEEK #6

Module 11: Integumentary System-Part II

6. Explain the Psychiatric Technician's responsibility regarding the tests and procedures for diagnosing skin disorders.
7. Explain common therapeutic measures used in the treatment of skin disorders.
8. Describe the pathophysiology, signs and symptoms, diagnostic tests, and medical treatment for selected skin disorders.
9. Identify risk factors related to the development of pressure ulcers.
10. Describe the stages of pressure ulcers.
11. Describe interventions used to prevent the development of pressure ulcers.

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Care of the Medical Surgical Patient **Week:** #1

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 1** **Describe the application of the nursing process to basic medical-surgical nursing.** **Objective 2** **Describe the care of the surgical patient.**	A. Identify the goal of the nursing process B. Identify the components of the nursing process C. Identify the different types of assessment (comprehensive, focused, ongoing) D. Identify the difference between objective and subjective data E. Identify the components of a health history F. Identify the difference between a medical diagnosis and a nursing diagnosis A. Reasons for surgery B. High risk patients C. Perioperative nursing D. Anesthesia types 1. General 2. Regional 3. Conscious sedation 4. Local E. Preoperative procedures 1. Surgical consent 2. Site administration 3. Physical examination 4. Diagnostic tests 5. Surgical prep F. Intraoperative care	Lecture Discussion Reading Study guide Audiovisual Aids Power Point Presentations	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material.		**Orient to Acute Care Facility** **Objectives** 1. Identify and discuss the skills needed to participate effectively and safely in a clinical setting. 2. Demonstrate appropriate student conduct within the clinical setting. **Upon completion of this unit the student will be able to:** 1. Arrive to clinical site on time each clinical day 2. Notify instructor of absences / tardies prior to start of the day 3. Wear complete uniform 4. Bring equipment daily: a. stethoscope b. penlight, notepad c. black pen 5. Complete student orientation to clinical facility including: a. Policies and procedures Rules of conduct b. Safety Issues c. Confidentiality d. Standard precautions e. Clients' rights f. Student Scope of Practice in the clinical setting

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		G. Postoperative care 1. Recovery room 2. Assessment of vital signs 3. Antiembolic stockings 4. Assessment of intake and output 5. Promote GI function 6. Promote comfort 7. Provide rest 8. Prevent infection 9. Pain assessment H. Respiratory support				g. Follow facility policies and procedures h. Maintain patient confidentiality as directed by HIPPA i. Respect patient's rights as outlined by the American Hospital association 6. Demonstrate ability to work within a team 7. Obtain approval of instructor prior to performance of any procedure. 8. Keep staff and instructor informed of patient care issues 9. Establish and maintain appropriate interpersonal relationships. 10. Is courteous and respectful 11. Conducts self in a professional manner. 12. Recognizes and demonstrates a sensitivity to feelings, needs, and attitudes of others. 13. Is aware of how own feelings, needs, and attitudes affect others. 14. Participate in change of shift report. 15. Document assessments, observations, and nursing care on appropriate documents. 16. Document and report to appropriate nursing staff any abnormal vital signs or changes in patient's condition. 17. Report off to appropriate personnel prior to leaving the clinical site.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
						18. Report any unprotected exposure to blood or body fluids to instructor immediately upon occurrence 19. Complete all assignments according to criteria established by instructor 20. Turn in all assignments by assigned due date **Upon completion of this unit the student will be able to:** 1. Complete a comprehensive head to toe patient assessment 2. Review assessment data with instructor 3. Write out a plan of care, identifying a short term and long term goal 4. Implement nursing actions appropriate to the student learner's level of competency 5. Evaluate nursing actions 6. Evaluate success of short or long term goal

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
						Objective: Demonstrate critical thinking skills through patient observation and assessment of subjective and objective data. **Upon completion of this unit the student will be able to:** 1. Review patient history and current medical diagnosis 2. Complete a head to toe assessment 3. Review physicians orders 4. Review laboratory data 5. Review medication taken by patient 6. Develop a plan of care that demonstrates critical thinking based on assessment of patient and patient data.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 1 **Describe the mechanism of fluid transport and fluid balance.** **Objective 2** **Identify the causes, signs, and symptoms, and treatment of fluid imbalance.** **Objective 3** **Describe the primary functions of major electrolytes.** **Objective 4** **Identify the causes, signs and symptoms, and treatment of electrolyte imbalances.** **Objective 5** **Describe data to be collected in assessing fluid and electrolyte status.**	A. Passive transport B. Active transport C. Hydrostatic pressure A. Predisposing conditions and/or risks for fluid loss/fluid overload B. Signs and symptoms of fluid volume deficit C. Signs and symptoms of fluid volume excess D. Nursing management of hypovolemia / hypervolemia A. Sodium B. Potassium C. Calcium D. Magnesium A. Hyponatremia / hypernatremia B. Hypokalemia / hyperkalemia C. Hypocalcemia / hypercalcemia D. Hypomagnesemia / hypermagnesemia E. Hypochloremia / hyperchloremia A. Weight B. Intake and output C. Vital signs D. Physical assessment	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**<u>Required Reading</u>** Read appropriate chapters in selected text. **<u>Study Guide Book Learning Activities</u>** Select activities from study guide book applicable to lecture material		**Objective:** Observe for and identify signs and symptoms of fluid imbalance. **Objective:** Identify appropriate nursing assessments to monitor for fluid and electrolyte status. **Upon completion of this unit the student will be able to:** 1. Demonstrate competency in the following assessment skills related to fluid balance: a. Monitor intake and output b. Assess vital signs c. Assess LOC d. Assess skin turgor e. Assess for edema

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 6 **Describe the nursing management of patients with fluid and electrolyte imbalances.**	A. Encourage adequate intake. B. Monitor daily intake and output, weight, and nutritional intake. C. Assess for signs and symptoms of fluid excess and/or fluid deficit.				**Objective:** Identify pathophysiology of patient's disease process and the potential for development of electrolyte imbalances. **Upon completion of this unit the student will be able to:** 1. Review history and physical and current medical diagnosis 2. Review laboratory reports and identifies abnormal electrolyte results 3. Assess patient for signs and symptoms of electrolyte imbalances **Objective:** Identify appropriate nursing management of the patient with fluid and/or electrolyte imbalances. **Upon completion of this unit the student will be able to:** 1. List problem areas related to fluid imbalance 2. Implement appropriate nursing interventions for symptoms of electrolyte imbalances 3. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 1 **List the components of the hematologic system and describe their role in oxygenation and homeostasis.**	A. RBC's (erythrocytes) 1. 95% of formed elements in the blood 2. Responsibility for tissue oxygenation, carries O_2 B. WBC's (leukocytes) 1. Destroy foreign substances (e.g., bacterium, virus) 2. Clear blood of debris C. Platelets - small, sticky cells are important in blood clotting D. Plasma – Has three proteins: 1. Albumin - keeps water concentration of blood low so water diffuses readily from tissues into the blood 2. Globulins - (alpha, beta, and gamma) transport proteins, provide immunity 3. Fibrinogen - responsible for blood clotting				**Objective:** Identify laboratory tests and procedures and nursing interventions related to the following: 1. Patient preparation 2. Nursing implications of abnormal results. **Upon completion of this unit the student will be able to:** 1. List diagnostic procedures on patient data form. 2. List laboratory test results and nursing implications on laboratory data sheet. **Objective:** Explain the pathophysiology and signs and symptoms of a disease related to the hematologic system. **Upon completion of this unit the student will be able to:** 1. Describe the pathophysiology of a hematologic disorder
	Objective 2 **Describe tests and procedures used to diagnose disorders of the hematologic system and nursing considerations for each.**	A. Complete blood count 1. Diff 2. Hgb 3. Hct B. Erythrocyte sedimentation rate (Sed rate) C. D-Dimer D. Bone Marrow biopsy E. Transfusions				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Describe the pathophysiology, signs and symptoms, and treatment for patients with disorders of the hematologic system.**	A. Anemia B. Sickle cell disease C. Polycythemia vera D. Leukemia E. Thrombocytopenia F. Hemophilia G. Disseminated intravascular coagulation (DIC) H. Signs & symptoms 1. Fatigue 1. Excessive bleeding 2. Anorexia 3. Pain 4. Infection				2. Assess patient for signs and symptoms of a hematologic disorder. 3. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 1 **Identify the organs involved in immunity.**	A. Tonsils B. Thymus gland C. Lymph nodes D. Spleen E. Bone marrow	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	Applies to Theory Objectives 1-4) **<u>Required Reading</u>** Read appropriate chapters in selected text. **<u>Study Guide Book Learning Activities</u>** Select activities from study guide book applicable to lecture material.		**Objectives:** Identify the pathophysiology of an immune system disorder and treatments ordered. **Upon completion of this unit the student will be able to:** 1. Complete patient data form 2. List laboratory and diagnostic tests ordered 3. List medications ordered 4. List problems associated with an immune system disorder 5. List problems and associated nursing interventions on nursing care plan 6. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).
	Objective 2 **Describe the difference between innate and acquired immunity.**	A. Innate (natural) immunity B. Active (acquired) immunity				
	Objective 3 **Compare and contrast a cell- mediated and humoral immune response.**	A. Humoral (antibody-mediated immunity) 1. Body produces antibodies that combine with and eliminate foreign material B. Cellular (cell-mediated immunity) 1. Lymphocytes attack and destroy foreign material.				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 4 **Describe the pathophysiology, signs and symptoms, and treatments for disorders of the immune system, including HIV/AIDS**	A. HIV/AIDS 1.Opportunistic infections B. Lymphoma 1. Hodgkin's 2. Non-Hodgkin's C. Systemic lupus erythematosus D. Lymphadema E. Allergies F. Hypersensitivity reactions				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 1 **Describe the structure and function of the cardiovascular system.** **Objective 2** **Describe the normal changes of aging as they relate to the cardiovascular system.** **Objective 3** **Describe critical aspects of data collection and assessment of the patient with a cardiovascular disease or disorder.**	A. Chambers B. Layers C. Valves D. Conduction system E. Coronary circulation F. Systemic circulation G. Cardiac cycle H. Cardiac output A. Heart B. Blood vessels C. Cardiac output decreases 1. less energy, easily fatigued, hypoxemia A. Heart rate, rhythm, regularity, and quality B. Blood pressure C. Peripheral pulses D. Skin color and turgor E. Edema F. Jugular vein distension	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material.		**Objectives:** 1. Compare and contrast cardiovascular differences between the elderly patient and the young adult. 2. Describe nursing considerations for the elder patient related to normal changes in cardiovascular function. **Upon completion of this unit the student will be able to:** 1. Review patient's history and physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the cardiovascular system.**	A. Angina B. Cardiac dysrhythmia (also known as arrhythmia) C. Arteriosclerosis D. Atherosclerosis E. Hypertension F. Congestive heart failure G. Myocardial infarction H. Pulmonary edema I. Peripheral vascular disease				5. Demonstrate correct performance of skills related to the cardiovascular system 6. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor). **Objective:** Collect and document pertinent assessment data related to the patient with a cardiovascular disorder. **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identify appropriate nursing interventions

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
						7. Complete a systems assessment checklist a. Assess vital signs & records on appropriate institutional forms b. Assess all systems c. Document findings d. Report any abnormal findings 8. Record all nursing interventions **Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered. **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low)

Key:

For All Programs:	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	**For VN Programs only:**	**For PT Programs only:**
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	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Cardiovascular System - Respiratory System **Week:** #2

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 5** **Describe common diagnostic tests, procedures, and related nursing responsibilities for the cardiovascular patient.** **Objective 6** **Define the nutritional concerns of the patient with a cardiovascular disorder.**	A. Electrocardiogram B. Ambulatory ECG C. Stress testing D. Angiography E. Ultrasound F. Blood studies A. Fat intake B. Cholesterol intake C. Sodium intake D. Caloric intake E. Caffeine F. High fiber G. Fluid considerations	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material.		**Objective:** Identify diagnostic tests and procedures related to the patient with a cardiovascular disorder. **Objective:** Identify the dietary needs of the patient with a cardiovascular disorder 1. Review physician orders related to diet. 2. Check dietary tray for accuracy. 3. Record percentage of meal consumed on intake and output form. 4. Record all intake and output on appropriate institutional forms per policy. 5. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 7 **Describe the required patient education for the individual with diseases/disorders of the cardiovascular system.**	A. Exercise B. Medications C. Rest D. Physician appointments E. Recognizing signs and symptoms of the disease / disorder				**Objective:** Identify the educational needs for the patient with a cardiovascular disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications): 1. Identify the educational needs and potential barriers to learning for the patient with a cardiovascular disorder.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 1 **Describe the structure and function of the respiratory system.**	A. Nares B. Pharynx C. Trachea D. Bronchi E. Bronchioles F. Alveoli G. Cilia				<u>Day #1-Skills Lab (8 hrs)</u> **Upon completion of this unit the student will be able to:** • Demonstrate correctly how to suction the patient with a tracheostomy • Demonstrate how to change a tracheostomy dressing • Demonstrate correct performance of skills related to the respiratory system **Objective :** Compare and contrast respiratory differences between the elderly patient and the young adult. **Upon completion of this unit the student will be able to:** 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures
	Objective 2 **Identify the normal changes of aging as they relate to the respiratory system.**	A. Increased susceptibility to upper respiratory tract infections B. Decreased cough reflex C. Connective tissue changes D. Decrease in elasticity E. Decreased ciliary action F. Less respiratory reserve				
	Objective 3 **Identify critical aspects of data collection and assessment of the patient with a respiratory disease or disorder.**	A. History 1. Smoking 2. Asthma 3. Respiratory problems or disorders 4. Allergies 5. Occupational history 6. Hobbies 7. Sputum production 8. Dyspnea 9. Orthopnea 10. Medications and self treatment				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 4 **Explain the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the respiratory system.**	A. Pneumonia B. Pneumothorax C. Tuberculosis D. Pulmonary hypertension E. Pulmonary embolism F. Chronic inflammatory diseases G. Obstructive and restrictive pulmonary diseases H. Neoplastic lung disease I. Relationship between cigarette smoking and chronic respiratory disorders				**Objective:** Collect and document pertinent assessment data related to the patient with a respiratory disorder **Objective:** Describe the pathophysiology of the patient's disease process and treatments ordered **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identifies appropriate nursing interventions.

Key:

For All Programs:	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
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G/D Normal Growth and Development	CT Critical Thinking	GER Gerontological Nursing	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Respiratory System - Diabetes Mellitus **Week:** #3

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 5** **Identify common diagnostic tests, procedures, and related nursing responsibilities for the respiratory patient.** **Objective 6** **Identify the educational needs of the patient with diseases/disorders of the respiratory system.**	A. Laryngoscopy B. Bronchoscopy C. Chest x-ray D. CT scan E. MRI F. Pulmonary function studies G. Arterial blood gas H. Sputum analysis A. Effective deep breathing and coughing B. Incentive spirometry C. Risks for infection D. Allergy prevention E. Smoking cessation F. Medication use G. Recognition of signs and symptoms of respiratory disorders				**<u>Skills Lab-8 hours</u>** **Objective:** Identify diagnostic tests and procedures related to the patient with a respiratory disorder 1. Oxygen Therapy 2. Tracheal Suctioning 3. Tracheostomy Care **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low) 2. Review physician orders related to diet 3. Check dietary tray for accuracy 4. Record percentage of meal consumed on intake and output form 5. Identify the educational needs and potential barriers to learning for the patient with a respiratory disorder. 6. Accurate and safe administration of medications according to facility policy (with the presence of instructor)

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Identify the educational needs for the patient with a respiratory disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications) **Upon completion of this unit the student will be able to:** List the educational needs of the patient with a respiratory disorder .

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 1 **Describe the role of insulin in the body.** **Objective 2** **Explain the pathophysiology of diabetes mellitus, the signs and symptoms of hyperglycemia and hypoglycemia, the treatment of hyperglycemia and hypoglycemia, and the difference between Type 1 and Type 2 diabetes.**	A. Regulation of blood glucose levels 1. Glucose is the body's primary source of fuel 2. Insulin enables the body cells to take glucose from the bloodstream. 3. Without insulin, glucose stays in the blood and the cells have no energy to do their work. B. Endogenous insulin C. Feedback loop A. Diabetes mellitus 1. The failure to make insulin or 2. insufficiency of insulin B. Type 1 1. Pathophysiology a. caused by beta cell destruction due to an autoimmune process b. usually leading to absolute insulin deficiency (no insulin production) c. Insulin dependent 2. Signs and symptoms- a. Polydipsia, polyphagia, polyuria b. Weight gain c. Difficulty healing d. Drowsiness. Fatigue e. Peripheral neuropathy (tingling or numbness in feet)	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Internet Resources** http://www.isletsofhope.com/diabetes/symptoms/main_1.html Diabetes Medical Information		**Objective:** Contrast and compare the pathophysiology of Type 1and Type 2 diabetes mellitus and how they are treated. Applies to Theory Objectives 2-5) **Upon completion of this unit the student will be able to:** 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: 5. Primary diagnosis 6. History of current 7. Identify the complications related to diabetes mellitus

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		1. Treatment a. Insulin replacement therapy b. Nutritional counseling B. Type 2 diabetes 1. Pathophysiology an auto-immune disease f. that causes insulin-producing beta-cells in the pancreas to either not make enough insulin g. Or, the person with type 2 is not sensitive to the insulin produced (insulin resistant). 3. Treatment a. Oral agents b. Insulin replacement therapy c. Nutrition counseling C. Hypoglycemia 1. Signs/symptoms of hypoglycemia a. Polyphagia b. Irritability c. Weakness & fatigue d. Nausea and vomiting e. Headache f. Pallor 2. Treatment a. If alert enough, give juice or some form of sugar to drink or eat b. May need glucagon in emergency c. check glucose level ASAP				**Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results 3. Nursing implications of abnormal results. 4. Identify problems related to patient's condition and identify appropriate nursing interventions

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		D. Hyperglycemia 1. Signs/symptoms of hyperglycemia a. Polydipsia b. Polyphagia c. Polyuria d. Acetone breath odor, labored breathing e. Nausea/vomiting f. Weakness g. Change in LOC 2. Treatment a. Insulin sliding scale b. monitor glucose				**Objective:** Identify the educational needs for the patient with diabetes mellitus and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications) **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low) 2. Review physician orders related to diet 3. Check dietary tray for accuracy 4. Record percentage of meal consumed on intake and output form 5. Record all intake and output on appropriate institutional forms 6. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 7. Identify the educational needs and potential barriers to learning for the patient with diabetes mellitus
	Objective 3 **Describe the complications of diabetes mellitus.**	A. Diabetic ketoacidosis B. Hyperglycemia hyperosmolar nonketotic syndrome C. Rebound hyperglycemia D. Hypoglycemia E. Retinopathy F. Cardiovascular disease G. Metabolic syndrome H. Nephropathy I. Neuropathy J. Peripheral vascular disease				
	Objective 4 **Identify the educational needs of the patient with diabetes mellitus.**	A. Glucose monitoring B. Insulin injection and site rotation C. Nutritional needs D. Foot care E. Eye care F. Signs & symptoms of hyperglycemia/ hypoglycemia and appropriate actions to take G. Impact of exercise on insulin requirements H. Impact of illness on insulin requirements				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 5 **Describe the nutritional needs of the patient with diabetes.**	A. Provide adequate nutrition B. Carbohydrate control C. Nutritional consultation				**Objective:** Identify the dietary needs of the patient with diabetes mellitus. **Upon completion of this unit the student will be able to:** 1. Complete a teaching plan for the patient with diabetes mellitus, including foot care and nutritional needs 2. Accurately perform a finger stick to check for blood sugar level and records results on appropriate institutional forms 3. Administer insulin per sliding scale as ordered 4. Monitor for signs and symptoms of hyper and/or hypoglycemia 5. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 1 **Describe the structure and function of the gastrointestinal system.** **Objective 2** **Identify the normal changes of aging as they relate to the gastrointestinal system.**	A. Upper GI tract 1. mouth 2. pharynx 3. esophagus 4. stomach B. Lower GI tract 1. Small intestine a. duodenum b. jejunum c. ileum 2. Large intestine a. Cecum b. Colon c. Rectum C. Accessory structures 1. Salivary glands 2. Liver 3. Gallbladder 4. Pancreas A. May be interrupted by acute or chronic illness B. Teeth wear down C. Gingiva tends to recede D. About 40% of Americans age 65 and over are edentulous E. Caries and periodontal disease F. Complete or partial dentures G. Significant loss of taste buds H. Xerostomia – from poor hydration, drug side effects	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	(Applies to Theory Objectives 1-7) **Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Activity** Label diagram of gastrointestinal structures and accessory structures; identify functions of each		**Objective:** Compare and contrast gastrointestinal differences between the elderly patient and the young adult. **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-7) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures 4. Complete a systems assessment checklist 5. Assess vital signs & record on appropriate institutional forms 6. Assess all systems 7. Document findings 8. Report any abnormal findings

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		I. Decrease in gastric secretions J. Gastric motility slows K. Some decrease in absorption (risk for decrease nutrition)				9. Record all nursing interventions performed 10. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 11. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 12. Identify problems related to patient's condition and identifies appropriate nursing interventions.
	Objective 3 **Identify critical aspects of data collection and assessment of the patient with a gastrointestinal disorder.**	A. Data collection 1. Recent weight loss 2. Difficulty chewing or swallowing 3. Last dental checkup 4. Indigestion 5. Alcohol intake 6. Changes in appetite 7. Abdominal pain 8. Nausea/vomiting 9. Bowel movements 10. Medication use B. Physical Assessment 1. Mouth, teeth, gums, mucous membranes 2. Swallowing ability 3. Abdomen 4. Color of urine				
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the gastrointestinal system.**	A. Diseases/disorders of the mouth and esophagus B. Diseases/disorders of the stomach C. Diseases/disorders of the small intestine D. Diseases/disorders of the large intestine E. Diseases/disorders of the accessory structures				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low)

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 5 **Identify common diagnostic tests, procedures, and related nursing responsibilities for the patient with a gastrointestinal disorder.**	A. Radiological examinations B. Endoscopic studies C. Laboratory tests D. Stool analysis				2. Review physician orders related to diet 3. Check dietary tray for accuracy 4. Record percentage of meal consumed on intake and output form 5. Record all intake and output on appropriate institutional forms
	Objective 6 **Identify the educational needs for the patient with diseases/ disorders of the gastrointestinal system.**	A. Triggers for reflux/abdominal pain B. Relate food intake to symptoms, and time meals eaten (food diary) C. Review medications D. Relief measures as they pertain to each disorder E. Avoid smoking F. Minimize alcohol intake G. Stress management				6. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 7. Identify the educational needs and potential barriers to learning for the patient with a gastrointestinal disorder 8. Demonstrate correct performance of skills related to the GI system 9. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).
	Objective 7 **Describe the nutritional needs of the patient with a gastrointestinal disorder.**	A. Dietary alterations related to specific disorder B. Maintain ideal weight C. Lifestyle alterations 1. Wait 2-3 hours after eating before lying down 2. Avoid constrictive clothing 3. Elevate head of bed				**Objective:** Identify diagnostic tests and procedures related to the patient with a gastrointestinal disorder **Objective:** Identify the educational needs for the patient with a gastrointestinal disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications)

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Identify the dietary needs of the patient with a gastrointestinal disorder

Key:

For All Programs:	NP Nursing Process	CCC Culturally Congruent Care	M/S Medical/Surgical Nursing
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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	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Urinary System **Week:** #4

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 1** **Describe the structure and function of the urinary system.** **Objective 2** **Identify the normal changes that occur in the urinary system during the aging process.** **Objective 3** **Identify critical aspects of data collection and assessment of the patient with renal disease.**	A. Kidneys B. Ureters C. Bladder D. Urethra A. Decrease in kidney function B. Prostate enlargement C. Bladder changes D. Weakening of pelvic muscles A. History 1. Hypertension 2. Sexually transmitted infection 3. Pain on urination 4. Nocturia 5. Difficulty in urination 6. Frequency / urgency / pain 7. Incontinence B. Fluid intake C. Pruritis of skin D. Blood pressure E. Skin turgor F. Edema G. Abdominal distension	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Activity** Label diagram of urinary system **Internet Resource** http://www.healthline.com/channel/urinary-system-disorders.html Urinary System Disorders Learning Center		(Applies to theory objectives 2-7) **Upon completion of this unit the student will be able to:** 1. Review patient's history and physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current innless c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures 5. Complete a systems assessment checklist a. Assess vital signs and record on appropriate institutional forms b. Assess all systems c. Document findings d. Report any abnormal findings e. Record all nursing interventions performed

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the urinary system.** **Objective 5** **Identify common diagnostic tests, procedures, and related nursing responsibilities for the urinary patient.**	A. Renal Disorders (Diseases/disorders of the kidneys) B. Diseases/disorders of the ureters C. Diseases/disorders of the bladder D. Diseases/disorders of the urethra Urine tests 1. Urinalysis 2. Culture and sensitivity 3. Creatinine clearance B. Blood studies 1. Blood urea nitrogen 2. Serum creatinine C. Radiographic studies 1. KUB 2. IVP 3. Cystogram 4. MRI 5. CT scan 6. Ultrasound 7. Angiography D. Cystoscopy E. Renal biopsy				**Objectives:** Collect and document pertinent assessment data related to the patient with a urologic disorder **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values, including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition, and identifies appropriate nursing interventions 4. Describe signs and symptoms of fluid volume deficit and fluid volume overload 5. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Explain the pathophysiology of the patient's disease process and treatments ordered **Upon completion of this unit the student will be able to:** 1. Review 24 hour intake and output totals 2. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low) 3. Review physician orders related to diet 4. Check dietary tray for accuracy 5. Record percentage of meal consumed on intake and output form 6. Record all intake and output on appropriate institutional forms 7. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Identify diagnostic tests and procedures related to the patient with a urologic disorder **Upon completion of this unit the student will be able to:** Demonstrate correct performance of skills related to the urinary system. **Objective:** Identify the educational needs for the patient with a urologic disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications). **Upon completion of this unit the student will be able to:** Identify the educational needs and potential barriers to learning for the patient with a urological disorder Describe signs and symptoms of fluid volume overload and fluid volume deficit. **Objective:** Identify how to accurately measure and record fluid intake and output for the urologic patient **Upon completion of this unit the student will be able to:** 1. Accurately record the intake and output of a patient, using appropriate documentation forms.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 6 **Identify the educational needs for the patient with diseases/disorders of the urinary system.**	A. Fluid intake B. Daily weight C. Blood pressure monitoring D. Medication use E. Incontinence care F. Kegel exercises				
	Objective 7 **Describe the importance of fluid management for the patient with a urinary disorder.**	A. Balancing intake and output B. Regulation of blood pressure C. Monitoring for edema				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 1 **Identify and describe the structures and function of the musculoskeletal system.** **Objective 2** **Identify the normal changes of aging as they relate to the musculoskeletal system.**	A. Structures 1. Bones 2. Joints 3. Cartilage 4. Ligaments 5. Tendons 6. Muscles B. Function 1. Shape; form 2. Support 3. Protection 4. Movement 5. Production of RBC's, WBC's and platelets 6. Storage and release of calcium A. Decreased bone density B. Delay in healing of fractures C. Thinning of intervertebral cartilage D. Decrease in joint motion E. Decrease in muscle mass	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material.		**Objective:** Compare and contrast musculoskeletal differences between the elderly patient and the young adult **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-8) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 3 **Describe critical aspects of data collection and assessment of the patient with a musculoskeletal disease or disorder.**	A. Data collection 1. Previous musculoskeletal injuries 2. Swelling or stiffness of joints 3. Muscle cramps 4. Joint deformities B. Physical assessment 1. Posture 2. Gait 3. Mobility 4. Range of motion 5. Spine 6. Appearance of joints 7. Ability to perform activities of daily living				5. Complete a systems assessment checklist a. Assess vital signs & record on appropriate institutional forms b. Assess all systems c. Document findings d. Report any abnormal findings e. Record all nursing interventions performed **Objective:** Collect and document pertinent assessment data related to the patient with a musculoskeletal disorder.
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the musculoskeletal system.**	A. Degenerative joint disease B. Rheumatoid arthritis C. Osteoporosis D. Other common diseases of the musculoskeletal system E. Strains F. Sprains G. Fractures				**Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values, including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identify appropriate nursing interventions.
	Objective 5 **Describe common diagnostic tests, procedures, and related nursing responsibilities for the patient with a disorder of the musculoskeletal system.**	A. Radiographic studies 1. X-rays 2. Bone scans 3. CT scan 4. MRI 5. Arthrogram 6. Arthroscopy				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 6 **Identify common problems and describe nursing interventions in caring for the immobile patient.** **Objective 7** **Identify and discuss the educational needs for the patient with diseases/ disorders of the musculoskeletal system.** **Objective 8** **Identify and discuss the nutritional needs of the patient with a musculoskeletal disorder.**	A. Skin integrity B. Respiratory functioning C. Cardiovascular functioning D. Nutritional support E. Elimination needs A. Exercise B. Nutritional needs C. Safety issues D. Use of assistive devices (crutches, canes, walker) E. Effects of smoking A. Calcium intake B. Protein C. Vitamins B, C, D D. Fluid intake E. High fiber diet F. Balanced nutrition				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered. **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of problem (high-medium-low) 2. Review physician orders related to diet 3. Check dietary tray for accuracy 4. Record percentage of meal consumed on intake and output form 5. Record all intake and output on appropriate institutional forms 6. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 7. Identify the educational needs and potential barriers to learning for the patient with a musculoskeletal disorder 8. Demonstrate correct performance of skills related to the musculoskeletal system 9. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor)

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Identify diagnostic tests and procedures related to the patient with a musculoskeletal disorder **Upon completion of this unit the student will be able to:** Describe radiographic studies that have been completed on the patient Identify abnormalities found in those studies **Objective:** Demonstrate an understanding of the needs of the immobile patient. **Upon completion of this unit the student will be able to:** 1. Complete a total skin assessment in initial assessment of the immobile patient 2. Provide ongoing skin assessment, paying attention to bony prominences 3. Assess for circulation, sensation and movement 4. Turn every two hours or as appropriate 5. Encourage coughing and deep breathing 6. Provide range of motion to all extremities 7. Monitor for constipation 8. Encourage increased fluid intake if appropriate 9. Promote high fiber diet if appropriate.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
						Objective: Identify the educational needs for the patient with a musculoskeletal disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications). **Upon completion of this unit the student will be able to:** 1. Assess the patient and family for educational needs related to the disorder 2. Assess the patient and family for learning barriers 3. Develop an educational plan related to the patient's disorder. **Objective:** Identify the dietary needs of the patient with a musculoskeletal disorder. **Upon completion of this unit the student will be able to:** 1. Assess the patient's dietary intake as it relates to a musculoskeletal disorder.

Key:

For All Programs:	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	**For VN Programs only:**	**For PT Programs only:**
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	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Integumentary System **Week:** #5

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 1** **Describe the structure and function of the Integumentary System.**	A. Structure: 1. Skin - the main organ of the Integumentary system. Made of two dermal layers: a. Epidermis b. Dermis 2. Subcutaneous tissue 3. Nails 4. Hair B. Primary functions: 1. Protection - skin forms a water-proof layer over the body that also works as a physical barrier against microorganisms entering the body and causing diseases. 2. Homeostasis - regulates the internal environment of the body to maintain stable conditions. 3. Sensory Organ: many nerve ending that help in perceiving the sense of touch, pressure, pain and changes in temperature. 4. Excretion - wastes are excreted by the skin in the form of perspiration.	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	**Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Group Activity** Label diagram of the skin, identifying all layers and the underlying structures. **A/V Resources** http://www.about-skin-disorders.com/articles/skin-conditions/index.php Skin Conditions; Their Causes and Treatments		**Objective:** Identify changes in skin related to the aging process. **Upon completion of this unit the student will be able to:** 1. Review patient's history and physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		C. Misc. 1. Sweat glands - release sweat which is the primary way of cooling the body. 2. Sebaceous glands - release sebum - an oily substance that lubricates the skin and the hair.				**5.** Complete a systems assessment checklist a. Assess vital signs & records on appropriate institutional forms b. Assess all body systems c. Document findings d. Report any abnormal findings e. Record all nursing interventions performed
	Objective 2 **Describe the normal changes that occur in the skin during the aging process.**	A. Loss of collagen and elastin B. Sebaceous gland activity C. Subcutaneous tissue D. Melanocyte activity E. Nail growth				**Objective:** Identify the parameters for a complete assessment of the skin.
	Objective 3 **List the components of the nursing assessment of the skin.**	A. Color B. Temperature, texture, and moisture C. Turgor D. Sensation E. Vascularity F. Integrity G. Hair H. Nails I. Mucous membranes				**Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values, including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identify appropriate nursing interventions. 4.
	Objective 4 **Define terms used to describe common skin lesions.**	A. Primary skin lesions -physical changes in the skin considered to be caused directly by the disease process. 1. Macule - a change in the color of the skin (flat). 2. Papule - a solid raised lesion with distinct borders, less than 1 cm in diameter.				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		3. Nodule - a raised solid lesion more than 1 cm; may be in the epidermis, dermis, or subcutaneous tissue. 4. Tumor - a solid mass of the skin or subcutaneous tissue; larger than a nodule. (does not mean that the lesion is a neoplasm.) 5. Plaque - a solid, raised, flat-topped lesion greater than 1 cm. in diameter. 6. Vesicles - raised lesions less than 1 cm. in diameter that are filled with clear fluid. 7. Pustules - circumscribed elevated lesions that contain pus, commonly infected. 8. Wheal - an area of edema in the upper epidermis. 9. Burrows - linear lesions produced by infestation of the skin and the formation of tunnels. B. Secondary skin lesions - evolve from primary lesions, or may be caused by external forces such as scratching, trauma, infection, or the healing process. 1. Scale consists of flakes or representing compacted layers of desquamated skin. 2. Crust - the result of the drying of plasma or exudate on the skin.				**Objective:** Identify and document common skin lesions found during patient assessment. **Upon completion of this unit the student will be able to:** 1. Create a patient care plan a. List problems b. Identify specific nursing interventions c. Identify priority of (high-medium-low) 2. List factors that may put patient at risk for the development of pressure ulcers. 3. Complete a Braden Assessment Risk Scale and identify assigned client's risk factors for potential skin breakdown 4. Correctly identify and describe a Stage I, II, III, or IV pressure ulcer 5. Change dressings as appropriate and document according to facility policy and procedure. 6. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor). **Objective:** Identify any tests and/or procedures related to the diagnosis of a skin disorder

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
		3. Atrophy - thinning or absence of the epidermis or subcutaneous fat. 4. Erosions - slightly depressed areas of skin in which part or all of the epidermis has been lost. 5. Excoriations - abraded skin caused by scratching or rubbing. 6. Fissure - linear cleavage of skin which extends into the dermis. 7. Ulcerations - necrosis of the epidermis and dermis and sometimes of the underlying subcutaneous tissue. 8. Scars - permanent fibrotic changes that occur on the skin following damage to the dermis. Scars may have secondary pigment characteristics. 9. Eschar - hard, usually darkened, plaque covering an ulcer indicating extensive tissue necrosis, infarcts or gangrene. 10. Keloids - an exaggerated connective tissue response of injured skin that extend beyond the edges of the original wound. 11. Petechiae – small red dots that represent broken capillaries in the skin.				**Objective:** Identify test and/or procedures to be performed on patient. **Objective**: Identify therapeutic measures used for the treatment of a patient's skin disorder **Objective**: Identify therapeutic measures used for the treatment of a patient's skin disorder and medical treatment related to that disorder. **Objective:** Identify factors that put a patient at risk for the development of pressure ulcers **Objective:** Identify the presence and stage of a pressure ulcer **Objective:** Identify methods used to prevent the development of pressure ulcers

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 5 **Explain the tests and procedures used to diagnose skin disorders.**	A. Microscopic examinations B. Wood's light C. Patch testing D. Biopsy				**Upon completion of this unit the student will be able to:** 1. Reposition every 2 hours, or more frequently if appropriate 2. Use pillows or other padding to prevent pressure on bony prominences 3. Use lifting devices up in bed if appropriate 4. Maintain cleanliness of skin 5. Report any redness or breakdown of skin immediately 6. Demonstrate correct performance of skills related to the integumentary system

Key:

For All Programs:		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	**For VN Programs only:**		**For PT Programs only:**	
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		

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 011
Instructional Plan: Level Term 2

Unit Title: Integumentary System **Week:** #6

Theory Hours this Week: 10 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
(A/P-0.5) (NUT-0.25) (NP-3.0) (COM-0.5) (MS-3.0) (GER-0.25) (PAT ED-0.5) (CT-1.0) (CULT-0.5)	**Objective 6** **Explain the psychiatric technician's responsibilities regarding the tests and procedures for diagnosing skin disorders.**	A. Informed consent B. Patient preparation C. Post procedure care				
	Objective 7 **Explain common therapeutic measures used in the treatment of skin disorders.**	A. Dressings B. Negative pressure wound therapy C. Soaks D. Phototherapy E. Drug therapy				
	Objective 8 **Describe the pathophysiology, signs and symptoms, diagnostic tests, and medical treatment for selected skin disorders.**	A. Pruritus B. Inflammatory conditions 1. Psoriasis 2. Eczema C. Skin Infections 1. viral 2. fungal 3. bacterial D. Parasitic infestations E. Skin cancer F. Burns				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab Clinical Objectives
	Objective 9 **Identify risk factors related to the development of pressure ulcers.**	B. Contributing factors: 1. Obesity 2. Diabetes mellitus 3. Dehydration 4. Edema 5. Excessive sweating 6. Aging C. Major factors: 1. Impaired mobility 2. Bowel or bladder incontinence 3. Inadequate nutrition 4. Decreased LOC 5. Unrelieved pressure on bony prominences				
	Objective 10 **Describe the stages of pressure ulcers.**	A. Stage I B. Stage II C. Stage III D. Stage IV				
	Objective 11 **Describe interventions used to prevent the development of pressure ulcers.**	A. Skin assessment B. Frequent turning C. Repositioning to avoid pressure on bony prominences D. Adequate nutrition E. Documentation Reporting				

Key:

For All Programs:	NP Nursing Process	CCC Culturally Congruent Care	M/S Medical/Surgical Nursing
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G/D Normal Growth and Development	CT Critical Thinking	GER Gerontological Nursing	

NURSPT 012
MEDICAL SURGICAL NURSING II

WEEK #1

Module 1: Nervous System-Part I

1. Describe the structures and function of the nervous system.
2. Describe common neurological changes in the older person and the implications of these changes for nursing care.
3. Identify critical aspects of data collection and assessment of the patient with a neurological disorder.

WEEK #2

Module 1: Nervous System-Part II

4. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the nervous system.
5. Identify common diagnostic tests, procedures, and related nursing responsibilities for the neurological patient.
6. Identify the educational needs for the patient with diseases/disorders of the nervous system.

WEEK #3

Module 2: Sensory System

1. Describe the structure and function of the sensory system.
2. Identify the normal changes that occur in the sensory system during the aging process.
3. Describe the critical aspects of data collection and assessment of the patient with a sensory disease or disorder.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the sensory system.
5. Describe common diagnostic tests, procedures and related nursing responsibilities for the patient with a sensory system disorder.
6. Identify and discuss the educational needs for the patient with diseases/disorders of the sensory system.

WEEK #4

Module 3: Endocrine System

1. Describe the structures and various functions of the endocrine system.
2. Identity the normal changes that occur in the endocrine system during the aging process.
3. Describe the critical aspects of data collection and assessment of the patient with an endocrine disorder.
4. Discuss the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the endocrine system.
5. Identify common diagnostic tests, procedures, and related nursing responsibilities for the patient with an endocrine disorder.
6. Identify the educational needs for the patient with disorders of the endocrine system.

WEEK #5

Module 4: Reproductive System

1. Describe the structure and function of the reproductive system.
2. Identify the normal changes of aging as they relate to the reproductive system.
3. Identify the critical aspects of data collection and assessment of the patient with a reproductive disorder.
4. Describe the pathophysiology, risk factors, signs and symptoms, complications and treatments of patients with diseases and/or disorders of the male/female reproductive system.
5. Describe common diagnostic tests, procedures and related nursing responsibilities for the patient with a disorder of the reproductive system.
6. Identify and discuss the educational needs for the patient with diseases/disorders of the reproductive system.

WEEK #6

Module 5: Sexually Transmitted Infections

1. Identify and discuss infectious diseases classified as sexually transmitted infections.
2. Describe the data when assessing a patient with a sexually transmitted infection.
3. Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with a sexually transmitted infection.
4. Identify and discuss the educational needs for the patient with a sexually transmitted infection.

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Nervous System **Week:** #1

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nervous System (A/P-0.5) (NP-2.5) (MS-2.0) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 1** **Describe the structure and function of the nervous system.** **Objective 2** **Describe common neurological changes in the older person and the implications of these changes for nursing care.**	A. Neuron – functional unit B. Central nervous system a. Brain b. Spinal cord C. Peripheral nervous system a. Cranial nerves b. Spinal nerves a. Somatic nervous system b. Autonomic nervous system i. Sympathetic nervous system ii. Parasympathetic nervous system A. Loss of neurons B. Decrease in functioning dendrites C. Slower impulse transmission D. Decreased blood flow to brain E. Short term memory loss F. Decrease in secretion of neurotransmitters	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentation Case Studies	(Applies to Theory Objectives 1-6) **Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Group Activities** Label a diagram of the brain Rotate through stations to assess cranial nerves **Study Guide 3.1** • Divisions of the Nervous System		**Objective:** Identify specific neurological changes in the aging patient. **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-6) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures 5. Complete a systems assessment checklist a. Assess vital signs & record on appropriate institutional forms b. Assess all systems c. Document findings d. Report any abnormal findings 6. Record all nursing interventions performed.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Identify critical aspects of data collection and assessment of the patient with a neurological disorder**	A. History 1. History of seizures 2. Difficulty speaking, remembering, expressing thoughts 3. Previous head injury 4. Tremors, muscle spasms, fainting, dizziness, ringing in ears, blurred vision 5. Blackout spells 6. Changes in taste or smell 7. Numbness or tingling B. Physical assessment C. Level of consciousness D. Pupillary evaluation E. Neuromuscular response F. Sensory function G. Reflexes H. Cranial nerves I. Vital signs				**Objective:** Collect and document pertinent assessment data related to the patient with a neurological disorder **Upon completion of this unit the student will be able to:** 1. List all medications including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identify appropriate nursing interventions 4. Accurately perform a neuro check

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Nervous System **Week:** #2

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Nervous System (A/P-0.5) (NP-2.5) (MS-2.0) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 4 Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the nervous system.**	A. Head trauma and increased intracranial pressure B. Seizure disorders and types of seizures C. Cerebral vascular accident (CVA) and (TIA) D. Spinal cord injuries E. Meningitis F. Encephalitis G. Multiple Sclerosis H. amyotrophic lateral sclerosis (ALS) I. Parkinson's disease				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered **Upon completion of this unit the student will be able to:** 1. Create a patient care plan 2. List problems 3. Identify specific nursing interventions 4. Identify priority of problem (high-medium-low) 5. orders related to diet 6. Check dietary tray for accuracy 7. Record percentage of meal consumed on intake and output form 8. Record all intake and output on appropriate institutional forms 9. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 10. Identify the educational needs and potential barriers to learning for the patient with a neurological disorder

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 5 **Identify common diagnostic tests, procedures, and related nursing responsibilities for the neurological patient.** **Objective 6** **Identify the educational needs for the patient with diseases/ disorders of the nervous system.**	A. X-rays B. Lumbar puncture C. Electroencephalography (EEG) D. Electromyography E. CT scan F. MRI G. Cerebral angiography H. Doppler studies A. Impact of immobility B. Self care for neurological deficits C. Medication management D. Assistive devices/assistive technology E. Recognizing signs and symptoms of neurological disorders and appropriate actions F. Community resources and support				**Upon completion of this unit the student will be able to:** 1. Demonstrate correct performance of skills related to the nervous system 2. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Sensory System **Week:** #3

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Sensory System (A/P-0.5) (NP-2.5) (MS-2.0) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 1** **Describe the structure and function of the sensory system.** **Objective 2** **Identify the normal changes that occur in the sensory system during the aging process.**	A. Structure and function of the eye 1. Sclera 2. Cornea 3. Iris 4. Ciliary body 5. Layers 6. Retina 7. Optic disc 8. Macula 9. Vitreous and aqueous humor B. Structure and function of the ear 1. External ear 2. Middle ear 3. Inner ear A. Eye 1. Decrease in subcutaneous fat 2. Loss of accommodation 3. Decrease in papillary response 4. Decrease in color discrimination 5. Clouding of lens 6. Decreased tear production 7. Decrease in visual acuity	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	Applies to Theory Objectives 1-6) **Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Group Activities** - Label diagram of the eye - Label diagram of the ear		

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
		B. Ear 1. Cerumen buildup 2. Tympanic membrane loses elasticity 3. Loss of receptor cells 4. Decrease in nerve fibers 5. Hearing loss, especially with high-frequency sounds				**Objective:** Compare and contrast sensory system differences between the elderly patient and the young adult **Upon completion of this unit the student will be able to:** Applies to Theory Objectives 2-6) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: 5. Primary diagnosis 6. History of current innless 7. Pathophysiology of primary diagnosis 8. Underlying medical conditions 9. Diagnostic tests a. Surgical procedures 10. Complete a systems assessment checklist 11. Assess vital signs & record on appropriate institutional forms 12. Assess all systems 13. Document findings 14. Report any abnormal findings 15. Record all nursing interventions performed

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Describe critical aspects of data collection and assessment of the patient with a sensory disease or disorder.**	A. Eye 1. Changes in vision 2. Redness or discharge 3. Pain or discomfort 4. Difficulty with night vision 5. Eye injuries 6. Contact lenses/glasses 7. Diabetes 8. Hypertension 9. Visual acuity B. Ear 1. Pain 2. Discharge 3. Frequent URI's 4. Ringing or buzzing in ears 5. Noticeable hearing loss 6. Dizziness, vertigo, loss of balance				**Objective:** Collect and document pertinent assessment data related to the patient with a sensory system disorder. **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: 2. Generic and trade name 3. Classification 4. Dosage ordered 5. Nursing implications 6. Why patient is receiving medication 5. List selected laboratory values including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 6. Identify problems related to patient's condition and identifies appropriate nursing interventions

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the sensory system.**	A. Eye disorders 1. Refractive errors 2. Corneal disorders 3. Eye trauma 4. Cataract 5. Glaucoma 6. Retinopathy 7. Macular degeneration B. Ear disorders 1. External otitis 2. Impacted cerumen 3. Otitis media 4. Labyrinthitis 5. Meniere's disease 6. Otosclerosis				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered. **Upon completion of this unit the student will be able to:** 1. Create a patient care plan 2. List problems 3. Identify specific nursing interventions 4. Identify priority of problem (high-medium-low) 5. Review physician orders related to diet 6. Check dietary tray for accuracy 7. Record percentage of meal consumed on intake and output form 8. Record all intake and output on appropriate institutional forms 9. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 10. Identify the educational needs and potential barriers to learning for the patient with a sensory system disorder 11. Demonstrate correct performance of skills related to the sensory system

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 5 **Describe common diagnostic tests, procedures, and related nursing responsibilities for the patient with a sensory system disorder.**	A. Eye 1. Ophthalmoscopy 2. Visual acuity 3. Visual fields 4. Near vision 5. Extraocular muscle function test 6. Color vision test 7. Intraocular pressure B. Ear 1. Weber test 2. Rinne test 3. Audiometry 4. Caloric test				**Objective:** Identify diagnostic tests and procedures related to the patient with a sensory disorder. **Upon completion of this unit the student will be able to:** 1. Explain any diagnostic tests that relate to sensory disorders 2. Complete a care plan for the patient with a sensory disorder.
	Objective 6 **Identify and discuss the educational needs for the patient with diseases/ disorders of the sensory system.**	A. Eye 1. Signs and symptoms of visual disorders 2. Eye safety 3. Safety related to decrease in vision 4. Medications 5. Regular examinations 6. Community resources 7. Resources for the visually impaired B. Ear 1. Signs of hearing loss 2. Hearing aids 3. Safety related to decrease in hearing ability 4. Hearing assistive devices 5. Community resources 6. Resources for the visually impaired.				**Objective:** Identify the educational needs for the patient with a sensory disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications) **Upon completion of this unit the student will be able to:** 1. Develop an educational care plan related to the patient with a sensory disorder

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Endocrine System **Week:** #4

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Endocrine System (A/P-0.5) (NP-2.5) (MS-2.0) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 1** **Describe the structures and various functions of the endocrine system.** **Objective 2** **Identify the normal changes that occur in the endocrine system during the aging process.**	A. Pituitary gland B. Thyroid gland C. Parathyroid gland D. Adrenal glands E. Pancreas F. Ovaries G. Testes H. Thymus gland A. Pituitary gland decreases in size B. Decrease in hormone production C. Increase in blood glucose production D. Decrease glucose tolerance	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	(Applies to Theory Objectives 1-6) **Required Reading** Read appropriate chapters in selected text. **Study Guide Book Learning Activities** Select activities from study guide book applicable to lecture material. **Group Activity** Label diagram of endocrine glands and list functions of each		**Objectives:** Complete a physical assessment of a patient with an endocrine disorder. **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-6) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures 5. Complete a systems assessment checklist 6. Assess vital signs & records on appropriate institutional forms 7. Assess all systems 8. Document findings 9. Report any abnormal findings 10. Record all nursing interventions performed

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Describe critical aspects of data collection and assessment of the patient with an endocrine disorder**	A. Weight gain or loss B. Change in appetite C. Changes in thinking D. Difficulty with memory E. Mood changes F. Change in energy level G. Muscle cramping and/or muscle tingling or numbness H. Ankle swelling I. Increase in thirst J. Increase in urination K. Change in sleep pattern L. Menstrual irregularities M. Too hot / too cold N. Changes in texture of skin, nails or hair				**Objective:** Collect and document pertinent assessment data related to the patient with an endocrine disorder **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: 2. Generic and trade name 3. Classification 4. Dosage ordered 5. Nursing implications 6. Why patient is receiving medication 7. List selected laboratory values, including: 8. CBC 9. Basic metabolic panel 10. Other 11. Normal ranges 12. Patient's results 13. Nursing implications of abnormal results 14. Identify problems related to patient's condition and appropriate nursing interventions

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the endocrine system.**	A. Disorders of the pituitary gland B. Disorders of the adrenal gland C. Disorders of the thyroid gland D. Disorders of the parathyroid gland E. Disorders of the pancreas				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered **Upon completion of this unit the student will be able to:** 1. Create a patient care plan 2. List problems 3. Identify specific nursing interventions 4. Identify priority of problem (high-medium-low) 5. Review physician orders related to diet 6. Check dietary tray for accuracy 7. Record percentage of meal consumed on intake and output form 8. Record all intake and output on appropriate institutional forms 9. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 10. Identify the educational needs and potential barriers to learning for the patient with an endocrine disorder 11. Demonstrate accurate and safe administration of medications according to facility policy (with the presence of instructor).

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 5 **Identifies common diagnostic tests, procedures, and related nursing responsibilities for the patient with an endocrine disorder.**	A. Blood tests B. Radiographic studies C. Urine tests				**Objective:** Identify diagnostic tests and procedures related to the patient with an endocrine disorder.
	Objective 6 **Identify the educational needs for the patient with disorders of the endocrine system.**	A. Injury prevention B. Fluid regulation C. Recognizing signs/symptoms of hormone imbalances D. Medication use				**Objective:** Identify the educational needs for the patient with an endocrine disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications).

Key:

For All Programs:	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	**For VN Programs only:**	**For PT Programs only:**
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	

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Reproductive System **Week:** #5

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Reproductive System (A/P-0.5) (NP-2.5) (MS-2.0) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 1** **Describe the structure and function of the reproductive system.**	A. Female 1. Vulva 2. Vagina 3. Uterus 4. Fallopian tubes 5. Ovaries 6. Breasts B. Male 1. Scrotum/testes 2. Seminal vesicles 3. Prostate gland 4. Urethra 5. Penis	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentation Case Studies	(Applies to Theory Objectives 1-6) **Required Reading** Read appropriate chapters in selected text. **Group Activities** - Label a diagram of the female reproductive system - Label a diagram of the male reproductive system		**Objective:** Compare and contrast reproductive system differences between the elderly patient and the young adult. **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-6) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Complete patient data research form, including: a. Primary diagnosis b. History of current illness c. Pathophysiology of primary diagnosis d. Underlying medical conditions e. Diagnostic tests f. Surgical procedures 5. Complete a systems assessment checklist 6. Assess vital signs & records on appropriate institutional forms 7. Assess all systems 8. Document findings 9. Report any abnormal findings 10. Record all nursing interventions performed.
	Objective 2 **Identify the normal changes of aging as they relate to the reproductive system.**	A. Female 1. Menopause 2. Decreased hormone levels B. Male 1. Decreased testosterone production 2. Erectile dysfunction				

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Identify the critical aspects of data collection and assessment of the patient with a reproductive disorder.**	A. Female 1. Menarche 2. Date of LMP 3. Length of cycle 4. Abnormal bleeding 5. Birth control 6. History of STI 7. Abdominal pain 8. Abnormal discharge 9. Incontinence 10. Breast abnormalities B. Males 1. Abnormal discharge 2. Pain on urination 3. History of STI 4. Difficulty urinating 5. Erectile dysfunction				**Objective:** Collect and document pertinent assessment data related to the patient with a reproductive system disorder. **Upon completion of this unit the student will be able to:** List all medications ordered for patient, including: Generic and trade name Classification Dosage ordered Nursing implications Why patient is receiving medication List selected laboratory values including: CBC Basic metabolic panel Other Normal ranges Patient's results Nursing implications of abnormal results Identify problems related to patient's condition and identifies appropriate nursing interventions
	Objective 4 **Describe the pathophysiology, risk factors, signs and symptoms, complications, and treatments of patients with diseases and/or disorders of the male/female reproductive system.**	A. Female 1. Uterine bleeding disorders 2. Infections 3. Bartholin's cyst 4. Cervicitis 5. PID 6. Endometriosis 7. Cysts 8. Fibroid tumors 9. Uterine displacement 10. Uterine prolapse 11. Fistulas 12. Cancer – ovarian, cervical 13. Mastitis 14. Fibrocystic disease 15. Breast cancer B. Male 1. Prostatitis 2. Epididymitis 3. Orchitis 4. BHP 5. Erectile dysfunction 6. Testicular cancer 7. Prostate cancer				**Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
						Upon completion of this unit the student will be able to: 1. Create a patient care plan 2. List problems 3. Identify specific nursing interventions 4. Identify priority of problem (high-medium-low) 5. Review physician orders related to diet 6. Check dietary tray for accuracy 7. Record percentage of meal consumed on intake and output form 8. Record all intake and output on appropriate institutional forms 9. Attend workshop presented by hospital dietitian describing different types of diets as they relate to a patient's disease process 10. Identify the educational needs and potential barriers to learning for the patient with a reproductive system disorder 11. Demonstrate correct performance of skills related to the reproductive system.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 5 **Describe common diagnostic tests, procedures and related nursing responsibilities for the patient with a disorder of the reproductive system.**	A. Female 1. Pelvic exam 2. Pap smear 3. Endometrial biopsy 4. Colposcopy 5. Dilation and evacuation 6. Mammography 7. Ultrasound 8. MRI 9. Biopsy B. Male 1. Digital rectal exam 2. Semen analysis 3. PSA 4. Ultrasound 5. Cystoscopy 6. Testosterone level				**Objective:** Identify diagnostic tests and procedures related to the patient with a reproductive system disorder.
	Objective 6 **Identify and discuss the educational needs for the patient with diseases/ disorders of the reproductive system.**	A. Female 1. BSE 2. Contraceptive use 3. Medication use 4. Menstrual diary 5. Dealing with PMS 6. Menopause signs and symptoms B. Male 1. TSE 2. Contraceptive responsibilities 3. Medication use				**Objective:** Identify the educational needs for the patient with a reproductive system disorder and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications)

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 012
Instructional Plan: Level Term 3

Unit Title: Sexually Transmitted Infections **Week:** #6

Theory Hours this Week: 8 Hours **Clinical Hours this Week:** 18 Hours

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
Sexually Transmitted Infections (A/P-0.5) (NP-2.0) (MS-2.0) (CDIS-0.5) (GER-0.5) (PAT ED-0.5) (CT-0.5) (CULT-0.5)	**Objective 1** **Identify and discuss infectious diseases classified as sexually transmitted infections.**	A. Bacterial Infections: 1. Chlamydia 2. Gonorrhea 3. Syphilis B. Viral Infections: 1. Genital Herpes 2. Cytomegalovirus 3. Genital warts – Human Papilloma Virus 4. AIDS 5. Hepatitis B C. Parasitic Infections D. Trichomoniasis	Lecture Discussion Reading Study guide Audiovisual aids Power Point Presentations Case Studies	(Applies to Theory Objectives 1-4) **Required Reading** Read appropriate chapters in selected text. **Learning Activities** Select activities from study guide book applicable to lecture material. **Suggested Videos** Sexually transmitted infections **Internet Resources** http://www.cdc.gov/std/ CDC Sexually Transmitted Diseases http://www.cdc.gov/std/training/picturecards-warning.htm CDC Picture Cards of STD/ STI Symptoms		**Objectives:** 1. Collect and document pertinent assessment data related to the patient with a sexually transmitted infection, including: a. Prior treatment for an STI b. Sexual orientation c. # partners in past 6 months d. Maintain nonjudgmental attitude during collection of information and while caring for the patient with an STI **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-4) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Completes patient data research form, including: 5. Primary diagnosis 6. History of current illness 7. Pathophysiology of primary diagnosis 8. Underlying medical conditions 9. Diagnostic tests 10. Surgical procedures 11. Complete a systems assessment checklist

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 2 **Describe data to be collected when assessing a patient with a sexually transmitted infection**	A. Symptoms B. Prior treatment for an STI C. Sexual orientation D. Number of partners in past 6 months E. Protective devices used				12. Assess vital signs & record on appropriate institutional forms 13. Assess all systems 14. Document findings 15. Report any abnormal findings 16. Record all nursing interventions performed. **Objectives:** 1. Collect and document pertinent assessment data related to the patient with a sexually transmitted infection, including: 2. Prior treatment for an STI 3. Sexual orientation 4. # partners in past 6 months 5. Maintain nonjudgmental attitude during collection of information and while caring for the patient with an STI. **Upon completion of this unit the student will be able to:** (Applies to Theory Objectives 2-4) 1. Review patient's history & physical 2. Review physician's orders 3. Review laboratory and diagnostic studies reports 4. Completes patient data research form, including: 5. Primary diagnosis 6. History of current illness 7. Pathophysiology of primary diagnosis 8. Underlying medical conditions 9. Diagnostic tests 10. Surgical procedures 11. Complete a systems assessment checklist.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 3 **Describe the pathophysiology, risk factors, signs and symptoms, complications and treatments of patients with a sexually transmitted infection**	A. Bacterial Infections 1. Chlamydia 2. Gonorrhea 3. Syphilis B. Viral Infections 1. Genital Herpes 2. Cytomegalovirus 3. Genital warts – Human Papilloma Virus 4. AIDS 5. Hepatitis B C. Parasitic Infections D. Trichomoniasis				12. Assess vital signs & record on appropriate institutional forms 13. Assess all systems 14. Document findings 15. Report any abnormal findings 16. Record all nursing interventions performed. **Objective:** Explain the pathophysiology of the patient's disease process and treatments ordered. **Upon completion of this unit the student will be able to:** 1. List all medications ordered for patient, including: a. Generic and trade name b. Classification c. Dosage ordered d. Nursing implications e. Why patient is receiving medication 2. List selected laboratory values, including: a. CBC b. Basic metabolic panel c. Other d. Normal ranges e. Patient's results f. Nursing implications of abnormal results 3. Identify problems related to patient's condition and identifies appropriate nursing interventions.

Curriculum Content/Hrs	Theory Objectives	Content Outline	Method of Instruction	Assignments	Clinical Hours	Skills Lab/Clinical Objectives
	Objective 4 **Identify and discuss the educational needs for the patient with a sexually transmitted infection.**	A. Transmission of STI's B. Signs and symptoms C. Disease process D. Complications E. Risk factors F. Prevention G. Health clinics				**Objective:** Identify the educational needs for the patient with a sexually transmitted infection and potential learning barriers (language, education level, reading ability, culture, mental status, disease process, medications) **Upon completion of this unit the student will be able to:** 1. Create a patient care plan 2. List problems 3. Identify specific nursing interventions 4. Identify priority of problem (high-medium-low) 5. Identify the educational needs and potential barriers to learning for the patient with a sexually transmitted infection

Key:

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