

Course Outline

Health Science and Medical Technology

REVISED: May/2023

Job Title

Licensed Vocational Nurse

77-60-70

Career Pathway:

Patient Care

Vocational Nurse

Industry Sector:

Health Science and Medical
Technology

Credits: 40

Hours: 1560

O*NET-SOC CODE:

29-2061.00

Course Description:

This competency-based course prepares students with classes in ethics, safety principles, anatomy and physiology, pharmacology, medical terminology, growth and development, psychology and nutrition. Also studied are medical, surgical, obstetrical and pediatric nursing. The students are prepared clinically in health care facilities supervised by the instructor and staff members. Upon completion of this course the graduates may take the NCLEX (National Council Licensure Examination). Graduates passing this examination may work as Licensed Vocational Nurses under the supervision of a Registered Nurse or Physician. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Nursing Service

Prerequisites:

Enrollment requires a U.S. high school diploma or high school equivalency certificate, or a U.S. A.A. or B. A. degree, a 12th grade reading level and a 11th grade math level as measured by the CASAS GOALS tests; passage of the ATI TEAS exam with a score off 55 or higher; participation in a qualifying interview; present a satisfactory physical examination and a current AHA or BLS Healthcare Providers Cardiopulmonary Resuscitation (CPR) Certificate PRIOR TO CLINICAL ROTATION. Must be 18 years of age or older, with proof of computer literacy abilities.

NOTE1: During orientation, students will be notified that an employer or externship facility may require a background check and a drug screening.

NOTE2: For Perkins purposes this course has been designated as an **introductory/concentrator/capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

CBEDS No.:

4279



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-56

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	Location
INSTRUCTIONAL STRATEGIES	p. 59
<p>Instructional techniques or methods could include laboratory techniques, lecture methods, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach considers the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit on the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be so that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 59-60
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performance as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, ATI, and simulations), scantrons, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to healthcare delivery services: prevention, diagnosis, pathology, and treatment.
- B2.0 Understand the basic structure, function of the human body, and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in healthcare delivery systems.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the healthcare setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness.
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, which contribute to the design and implementation of treatment planning.
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups, and special populations.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Vocational Nursing Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand the principles of nursing and the safe application of basic care skills.</p> <p>(1 hour Theory) (Part of the Section C – PCRT)</p>	<ol style="list-style-type: none"> 1. Identify desired personal qualities necessary for vocational nurses. 2. Explain the role of the vocational nurses as a member of the health team. 3. Identify the title of each nursing discipline and multiple specialties. 4. Describe the legal differences between licensure and certification. 5. Describe areas of ethics and law that impact the scope of practice of vocational nurses and the registered nurse. 6. Describe the legal situation of negligence, assault, defamation, battery, libel, slander, and child/adult/elder abuse. 7. Describe the importance of confidentiality as it relates to Health Insurance Portability and Accountability Act (HIPAA). 8. Describe ownership of records and rights to enclosed information. 9. Describe coping mechanisms for stress causes, symptoms, and management, including community resources. 10. Describe the duties and job specifications of the vocational nurse. 11. Describe attendance and course requirements to complete the vocational nursing licensure program and be eligible to take the National Council Licensure for Practical Nurses (NCLEX-PN). 12. Describe the various organizations that represent vocational nurses. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.5 Career Planning and Management: 3.4, 3.6 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Health and Safety: 6.2, 6.6 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.5 Demonstration and Application: 11.2</p> <p>CTE Pathway: B1.1, B8.1</p>
<p>B. SAFETY</p> <p>Understanding the rules and regulations of safety governed by OSHA and the healthcare setting.</p>	<ol style="list-style-type: none"> 1. List general rules of environmental safety. 2. Demonstrate body mechanics to prevent injury. 3. Demonstrate using wheelchairs and gurneys, using brakes and safety belts. 4. Compare procedures in event of fire and earthquakes in clinical/classroom settings. 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(2 hours Theory) (Part of the Section C – PCRT)</p>	<ol style="list-style-type: none"> 5. Demonstrate handling and disposal of sharps and sharp objects. 6. Define and identify Cal/OSHA requirements in the workplace setting. 7. Demonstrate handling of biohazardous materials and infectious waste as dictated by Occupational Safety and Health Administration (OSHA). 8. Knowledge of Safety Data Sheets (SDS). 9. Describe electrical safety. 10. Pass a safety test with 100% accuracy. 	<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Health and Safety: 6.1, 6.3, 6.6, 6.8 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: B8.2, B8.3, B8.5, B11.2, B11.3</p>
<p>C. PROFESSIONAL COMMUNICATION AND ROLE TRANSITION (PCRT)</p> <p>Understand the concepts of therapeutic communication and the role of the vocational nurse.</p>	<ol style="list-style-type: none"> 1. Identify course content and requirements for the vocational nurse program. 2. Identify the different types of adult learners and learn the advantages and disadvantages of each. 3. Identify the characteristics that can either generate or prevent success. 4. Identify the fundamental student rights and responsibilities. 5. Create a personal plan inclusive of your unique resources, aimed at successful completion of the VN program within the designated time frame. 6. List and describe four (4) employment opportunities for VN. 7. Review Cal/OSHA requirements in the workplace setting. 8. Review classroom and lab safety rules and regulations. 9. Describe the role of a vocational nurse when reporting an injury in the skills lab. 10. Identify steps you can take to promote a safe and professional work environment. 11. Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, local safety, and environmental regulations. 12. Identify strategies and benefits for effective time management. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.1, 3.2, 3.4, 3.9 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Ethics and Legal Health and Safety: 6.5, 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 13. Devise a term schedule and a weekly schedule to reflect present commitments. 14. Discuss techniques to balance work life and school responsibilities and cope with stress in healthy ways. 15. Arrange the list of various roles according to whether they are high priority or low priority. 16. Keep at least a 1-day activity log to determine the present use of your time, including social networking. 17. Describe the relevance of ATI as a resource for the VN program and to the NCLEX examination. 18. Develop a personal management plan to address areas of improvement identified on the ATI Self-Assessment Inventory on learning. 19. Explain the relationship of two learning styles to brain dominance. 20. Identify the stages of learning how to read and their relationship to illiteracy. 21. Speculate on how your personality pattern influences your learning. 22. Discuss ways of dealing with additional barriers to learning. 23. Discuss the ability to form neural traces to store information in long-term memory. 24. Use techniques that will enhance your concentration and understanding of information needed for critical thinking as a vocational nurse. 25. Use hints for successful test taking when taking tests in the VN program. 26. Differentiate between stress and burnout. 27. Describe how uncivil behaviors & disruptions create negative learning environment impacting student learning and faculty performance. 28. Describe the role of the professional nurse in addressing incivility to: <ol style="list-style-type: none"> a. protect patient safety b. deliver quality care c. address conflict d. communicate respectfully 29. Explain the importance of co-creating team norms to ensure quality patient care, inter-professional teamwork, and organizational health. 30. Discuss ways nurses can foster civility. 31. Examine the negative impact of incivility on colleagues, and other members of the healthcare team. 32. Differentiate among assertive, aggressive, & nonassertive (passive) behavior. 33. Identify coping mechanisms and how they contribute to negative interactions. 34. Discuss the implications sexual harassment in the workplace. 35. Differentiate between lateral/horizontal violence, bullying, and vertical violence in nursing. 36. List ten members of the healthcare team. 	<p>Responsibility and Flexibility: 7.2, 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B3.1, B5.1, B5.2, B5.3, B5.4, B6.2, B6.3, B6.4, B9.2, B9.4, B9.6, B13.1, B13.2, B13.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(31 hours Theory)	<ol style="list-style-type: none"> 37. Identify the nursing personnel. 38. Identify how all persons are unique and similar. 39. Discuss the characteristics of culture ethnocentrism, prejudice, and discrimination. 40. Explain importance of awareness, sensitivity, humility, & listening in providing client centered care. 41. Formulate a plan of care for culturally diverse groups. 42. Identify the factors that influence critical thinking and the ways to make critical thinking work. 43. Difference between directed (focused) and non-focused thinking. 44. Identify measures needed to think critically, and how to read more effectively. 45. Develop a plan using critical thinking to increase your ability to think critically. 46. Explain the purpose of the NCLEX-PN. 47. Research eligibility requirements of your state board of nursing to take the NCLEX- PN examination. 48. Explain the process of licensure by endorsement. 49. Discuss the proven way of preparing for the NCLEX-PN examination. 50. Identify the categories of the NCLEX -PN test plan. 51. Explain what the NCLEX-PN Examination is and how it is constructed. 52. Demonstrate the use of the most common equivalence of metric & apothecary measurement systems. 53. Identify, pronounce, and spell the basic word elements of a medical word: prefixes, suffixes, combining vowel and word roots. 54. Correctly convert units of measurement within and between the metric, apothecary, and household measuring systems. 55. Demonstrate ability to analyze complex medical terms by dividing them into component parts to decipher the meaning. 56. Apply the use of medical terms and abbreviations in the appropriate context. 57. Identify and employ terms pertaining to the body as a whole. 58. Translate abbreviation and interpret symbols. 	
<p>D. NUTRITION</p> <p>Recognize the basic nutritional requirements for various age groups and the nursing interventions necessary to meet these needs.</p>	<ol style="list-style-type: none"> 1. Discuss the role of the nurse in promoting good nutrition. 2. Explain the use of diet planning guides in medical nutrition therapy. 3. Differentiate the six classes of essential nutrients and discuss their main functions. 4. List the functions and food sources of protein, carbohydrates, and fats. 5. Discuss the digestion and metabolism of protein, carbohydrates, and fats. 6. Differentiate food sources and possible health benefits of dietary fiber. 7. Discuss appropriate methods of preserving the nutrient content of foods including safe tracking, storage, and preparation to prevent 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(36 hours Theory)	<p>illness.</p> <ol style="list-style-type: none"> 8. Distinguish between saturated, unsaturated, and trans fats and cholesterol. 9. Differentiate current recommendations for dietary intake of fats and cholesterol. 10. Discuss key vitamins & minerals, their role in health, and their food sources. 11. Discuss the major electrolytes present in water and its importance to the body. 12. Discuss the four steps involved in the preparation of food for the body's use. 13. Discuss how cultural, ethnic, and religious influences affect nutritional health. 14. Discuss reinforcement of client teaching on special diets based on client diagnosis/nutritional needs and cultural, ethnic, and religious considerations. 15. Discuss changes in nutrient needs throughout the life cycle and suggest ideas to ensure adequate nutrition during each stage. 16. Explain some nutritional concerns that may affect the eating process of the older adults and clients with special clinical disorders. 17. Describe the effects of common medications on nutritional status. 18. Discuss standard hospital diets and modifications for texture consistency & meal frequency. 19. Distinguish among anorexia nervosa, bulimia nervosa, and binge-eating disorder. 20. Define obesity and list components of an effective weight management program. 21. Describe the diet in the management of Type 1 and Type 2 diabetes mellitus. 22. Provide client teaching on the prescribed diabetic diet. 23. Discuss conditions requiring a fat-modified diet. 24. Differentiate medical/surgical conditions necessitating modifications of sodium, potassium, protein, or fluid intake and describe the dietary adjustments necessary for these conditions. 25. Define enteral nutrition and parenteral nutrition. 26. Discuss medical and surgical conditions in which nutritional support is often indicated. 27. Discuss education to client receiving enteral feeding. 28. Identify and describe client potential for aspiration. 	<p>Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B5.1, B5.2, B5.4, B12.1</p>
<p>E. FUNDAMENTALS</p> <p>Understand the principles of nursing and the safe application of basic care skills.</p>	<ol style="list-style-type: none"> 1. Describe the evolution of nursing and nursing education from early civilization to the twentieth century. 2. Identify the major leaders of nursing history in America. 3. Discuss the significant changes in nursing in the twenty-first century. 4. Discuss societal influences on nursing. 5. Identify the major organizations in nursing. 6. Define the three purposes of National Association for Practical 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>Nurse Education and Service (NAPNES) and National Federation of Licensed Practical Nurses (NFLPN).</p> <ol style="list-style-type: none"> 7. Identify the components of the healthcare system. 8. Describe the complex factors involved in the delivery of patient care and ethical considerations. 9. Identify the participants in the healthcare system. 10. Define practical and vocational nursing. 11. Describe the purpose, role, and responsibilities of the practical or vocational nurse. 12. Summarize the structure and function of the legal system. 13. Compare and contrast nursing negligence and malpractice. 14. Discuss the legal relationship that exists between the nurse and the patient. 15. Explain the importance of maintaining standards of care. 16. Give examples of ways the nursing profession is regulated. 17. Give examples of legal issues in healthcare. 18. Discuss federal regulations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) privacy rule and its impact on the healthcare system. 19. Give examples of ways the licensed practical/vocational nurse can avoid being involved in a lawsuit. 20. Differentiate between a legal duty and an ethical duty. 21. Explain advance directives. 22. Summarize how culture affects an individual's beliefs, morals, and values. 23. Identify how values affect decision making. 24. Distinguish between ethical and unethical behavior. 25. Explain the meaning of a code of ethics. 26. Explain the nurse's role in reporting unethical behavior. 27. Give examples of ethical issues common in healthcare. 28. Identify the importance of transcultural nursing. 29. Describe ways that culture and spiritual beliefs affect the individual. 30. Explain how personal cultural beliefs and practices affect nurse-patient and nurse-nurse relationships. 31. Identify and discuss cultural variables that potentially influence health behaviors. 32. Explain how the nurse can use cultural data to develop communication and establish therapeutic relationships with the patient. 33. Discuss cultural and religious influences as they relate to the older adult. 34. Discuss the use of the nursing process when caring for culturally diverse patients. 35. List the five purposes for patient records. 36. Describe the electronic health record (EHR) and the personal health record (PHR). 37. Determine when the use of Situation, Background, Assessment, and Recommendation (SBAR) is beneficial. 38. State important legal aspects and ethical considerations of chart 	<p>Communications: 2.1, 2.2, 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p> <p>Responsibility and Flexibility: 7.2, 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B3.1, B4.1, B4.3, B4.5, B5.1, B5.2, B5.4, B6.1, B8.2, B8.5, B10.5, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>ownership, access, confidentiality, and patient care documentation.</p> <p>39. Describe the differences between traditional and problem-oriented medical records.</p> <p>40. Describe the basic guidelines and mechanics of charting.</p> <p>41. Describe the differences in documenting care using activities of daily living and physical assessment forms, narrative, SOAPIE, and focus formats.</p> <p>42. Discuss documentation and clinical (critical) pathways.</p> <p>43. Discuss home healthcare documentation.</p> <p>44. Discuss long-term healthcare documentation.</p> <p>45. Discuss issues related to computerization in documentation.</p> <p>46. Explain the difference between medical and surgical asepsis.</p> <p>47. Explain how each element of the chain of infection contributes to infection.</p> <p>48. List five major classifications of pathogens.</p> <p>49. Identify the body's normal defenses against infections.</p> <p>50. Discuss nursing interventions used to interrupt the chain of infection.</p> <p>51. Describe the signs and symptoms of a localized infection and those of a systemic infection.</p> <p>52. Discuss the events in the inflammatory response.</p> <p>53. Discuss standard precautions.</p> <p>54. Discuss the proper procedure for hand washing.</p> <p>55. Identify principles of surgical asepsis.</p> <p>56. Describe the accepted techniques of preparation.</p> <p>57. Discuss infection prevention and control measures in the home.</p> <p>58. Recognize that communication is inherent in every nurse-patient interaction.</p> <p>59. Discuss the concepts of verbal and nonverbal communication.</p> <p>60. Discuss the impact of nonverbal communication.</p> <p>61. Recognize assertive communication as the most appropriate communication style.</p> <p>62. Use various therapeutic communication techniques.</p> <p>63. Identify various factors that have the potential to affect communication.</p> <p>64. Discuss potential barriers to communication and ethical considerations.</p> <p>65. Recognize trust as the foundation for all effective interaction.</p> <p>66. Apply the nursing process to patients with impaired verbal communication.</p> <p>67. Apply therapeutic communication techniques to patients with special communication needs.</p> <p>68. Discuss the therapeutic hospital room environment.</p> <p>69. Describe personal hygienic practices.</p> <p>70. Discuss variations of the bath procedure determined by a patient's condition and physician's orders.</p> <p>71. Describe the procedure for a bed bath.</p> <p>72. Identify nursing interventions for the prevention and treatment of a pressure ulcer/injury.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>73. Discuss heat and cold therapy and related procedures.</p> <p>74. Describe the procedures for oral hygiene, shaving, hair care, nail care, and eye, ear, and nose care.</p> <p>75. Describe the procedure for a back rub.</p> <p>76. Summarize the procedure for perineal care for a male patient and a female patient.</p> <p>77. Discuss the procedures for skin care.</p> <p>78. Describe the procedure for making an unoccupied bed.</p> <p>79. Describe the procedure for making an occupied bed.</p> <p>80. Discuss assisting a patient in the use of the bedpan, the urinal, and the bedside commode.</p> <p>81. Explain the use of each of the six phases of the nursing process.</p> <p>82. Describe the establishment of the database.</p> <p>83. Discuss the steps used to formulate a nursing diagnosis.</p> <p>84. Differentiate between types of health problems.</p> <p>85. Describe the development of patient-centered outcomes.</p> <p>86. Discuss the creation of nursing orders.</p> <p>87. Explain the evaluation of a nursing care plan.</p> <p>88. Demonstrate the nursing process by preparing a nursing care plan.</p> <p>89. Explain North American Nursing Diagnosis Association International (NANDA-I), Nursing Interventions Classification (NIC) and Nursing Outcomes Classifications (NOC).</p> <p>90. Describe the use of clinical pathways in managed care.</p> <p>91. Discuss critical thinking in nursing.</p> <p>92. Define evidenced-based practice.</p> <p>93. State the principles of body mechanics.</p> <p>94. Explain the rationale for use of appropriate body mechanics.</p> <p>95. Discuss considerations related to mobility for older adults.</p> <p>96. Discuss the complications of immobility.</p> <p>97. Demonstrate the use of assistive devices for proper positioning.</p> <p>98. State nursing interventions used to prevent complications of immobility.</p> <p>99. Demonstrate placement of patient in various positions, such as Fowler's, supine (dorsal), Sims, side-lying, prone, dorsal recumbent, and lithotomy positions.</p> <p>100. State the assessment for the patient's neurovascular status, including the phenomenon of compartment syndrome.</p> <p>101. Describe and demonstrate range-of-motion exercises and explain their purpose.</p> <p>102. Identify complications caused by inactivity.</p> <p>103. Relate appropriate body mechanics to the techniques for turning, moving, and lifting the patient.</p> <p>104. Discuss use of continuous passive motion machines.</p> <p>105. Discuss the nursing process and how it relates to patient mobility.</p> <p>106. Summarize safety precautions to help prevent falls.</p> <p>107. Relate specific safety considerations to the developmental age and needs of individuals across the lifespan.</p> <p>108. Identify nursing interventions that are appropriate for individuals across the lifespan to ensure a safe environment.</p> <p>109. Describe safe and appropriate methods for the application of</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>safety reminder devices and nursing interventions when caring for patients.</p> <p>110. Discuss nursing interventions that promote a restraint-free environment.</p> <p>111. Discuss safety concerns in the healthcare environment.</p> <p>112. Cite the steps during a fire.</p> <p>113. Describe nursing interventions to treat accidental poisoning.</p> <p>114. Discuss the role of the nurse in disaster planning and active shooter situations.</p> <p>115. Discuss terrorism.</p> <p>116. Discuss high-risk syndromes of bioterrorism and the role of the nurse.</p> <p>117. Discuss the importance of accurately assessing vital signs.</p> <p>118. Identify the guidelines for vital signs measurement.</p> <p>119. Accurately assess oral, rectal, axillary, and tympanic temperatures.</p> <p>120. List the various sites for pulse measurement.</p> <p>121. Accurately assess: an apical pulse, a radial pulse, and pulse deficit.</p> <p>122. Describe the procedure for determining the respiratory rate.</p> <p>123. Accurately assess the blood pressure.</p> <p>124. State the normal limits of each vital sign.</p> <p>125. List the factors that affect vital signs readings.</p> <p>126. Accurately assess the height and weight measurements.</p> <p>127. Discuss methods by which the nurse can ensure accurate measurement of vital signs.</p> <p>128. Identify the rationale for each step of the vital sign's procedures.</p> <p>129. Describe the benefits of and the precautions to follow for self-measurement of blood pressure.</p> <p>130. Accurately record and report vital signs measurements.</p> <p>131. Discuss the difference between a sign and a symptom.</p> <p>132. Compare and contrast the origins of disease.</p> <p>133. List the four major risk categories for disease development.</p> <p>134. Discuss frequently noted signs and symptoms of disease conditions.</p> <p>135. List the cardinal signs of inflammation and infection.</p> <p>136. Describe the nursing responsibilities when assisting a physician with the physical examination.</p> <p>137. List equipment and supplies necessary for the physical examination/assessment.</p> <p>138. Explain the necessary skills for the physical examination/nursing assessment.</p> <p>139. Discuss the nurse-patient interview.</p> <p>140. List the essentials for a patient's health history.</p> <p>141. Discuss the sequence of steps when performing a nursing assessment.</p> <p>142. Discuss normal and abnormal assessment findings in the head-to-toe assessment.</p> <p>143. Describe documentation of the physical examination/nursing assessment.</p> <p>144. Explain ways to develop cultural sensitivity.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>145. Discuss nursing interventions and related procedures for patients receiving oxygen therapy.</p> <p>146. Identify safety precautions necessary during oxygen therapy.</p> <p>147. Differentiate the various types of oxygen therapy delivery devices.</p> <p>148. Discuss transtracheal oxygen delivery.</p> <p>149. Develop patient problem statements for the patient receiving oxygen therapy to direct nursing care.</p> <p>150. Describe the process of suctioning a patient with a tracheostomy.</p> <p>151. Describe the process of providing tracheostomy care.</p> <p>152. Differentiate and describe oropharyngeal, nasopharyngeal, and nasotracheal suctioning.</p> <p>153. Discuss management of the patient with an indwelling catheter or urinary diversion:</p> <ul style="list-style-type: none"> a. male catheterization b. female catheterization c. discontinuing an indwelling catheter d. catheter irrigation <p>154. Explain the procedure for external and internal vaginal irrigation (douche).</p> <p>155. Explain nursing interventions for the patient with nasogastric intubation.</p> <p>156. Discuss gastric and intestinal suctioning care.</p> <p>157. Describe the procedure for nasogastric tube removal.</p> <p>158. Identify the procedures for promoting bowel elimination:</p> <ul style="list-style-type: none"> a. administering an enema b. inserting a rectal tube c. removing a fecal impaction <p>159. Describe nursing care necessary to maintain structure and function of a bowel diversion.</p> <p>160. Discuss the need for nursing care necessary to maintain an ostomy.</p> <p>161. List the priorities of assessment to be performed in a situation in which first aid is necessary.</p> <p>162. Discuss moral, legal, and physical interventions/implications involved in performing first aid.</p> <p>163. List the reasons for performing cardiopulmonary resuscitation (CPR).</p> <p>164. List the steps in performing one-rescuer and two-rescuer CPR on an adult, child, and infant victim.</p> <p>165. Identify the steps in performing the abdominal thrusts on conscious and unconscious victims and pregnant victims.</p> <p>166. Discuss management of airway obstruction in infants and children.</p> <p>167. Discuss the signs and symptoms of shock and interventions to treat shock.</p> <p>168. Discuss three methods of controlling bleeding.</p> <p>169. Discuss the five general types of open wounds: abrasions, incisions, lacerations, punctures, and avulsions.</p> <p>170. Discuss treatment of wounds.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>171. Discuss methods of treating four common types of poisonings.</p> <p>172. Describe the nursing interventions used when treating heat and cold emergencies.</p> <p>173. List characteristics and first aid treatment of bone, joint, and muscle injuries.</p> <p>174. Discuss emergency care for spinal cord injuries.</p> <p>175. Define the classifications of burns and list nursing interventions used in the first aid treatment of burns frequently used equivalents of metric and apothecary measurement systems when solving dosage calculation problems.</p> <p>176. Correctly convert measurement units of the metric and apothecary systems.</p> <p>177. Apply mathematics skills to solve dosage calculation problems accurately.</p> <p>178. Demonstrate the methods of calculating pediatric dosages.</p> <p>179. Describe each phase of drug action.</p> <p>180. Explain how decreased hepatic and renal functioning affect medication absorption and excretion.</p> <p>181. Discuss the principles of drug action and interactions.</p> <p>182. Discuss factors that affect a patient's response to medications.</p> <p>183. Identify the nurse's responsibilities regarding medication administration.</p> <p>184. List the six "rights" of medication administration.</p> <p>185. Describe factors to consider in choosing routes of medication administration.</p> <p>186. Discuss the use of the Joint Commission's abbreviations to prevent medication errors.</p> <p>187. Explain the importance of accurately transcribing medication orders.</p> <p>188. Define controlled substance.</p> <p>189. Discuss the three preferred sites for intramuscular injections in adults.</p> <p>190. Describe the correct techniques for locating intramuscular injection sites.</p> <p>191. Describe the procedures for irrigating the eye, the ear, and the nose.</p> <p>192. Describe the correct techniques for administration of vaginal and rectal medications.</p> <p>193. Differentiate between complementary and alternative therapies.</p> <p>194. Describe the practice of holistic nursing.</p> <p>195. Explain why a good health history is important for a patient who is using complementary and alternative therapies.</p> <p>196. Describe how herbs differ from pharmaceuticals.</p> <p>197. Describe safe and unsafe herbal therapies.</p> <p>198. Explain the scope of practice of chiropractic therapy.</p> <p>199. Explain the difference between acupuncture and acupressure.</p> <p>200. Describe the principles behind acupuncture and acupressure.</p> <p>201. Identify conditions whose presence may contraindicate use of therapeutic massage.</p> <p>202. Explain the use of essential oils in aromatherapy.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>203. Explain the theory behind reflexology.</p> <p>204. Discuss animal-assisted therapy.</p> <p>205. Discuss the therapeutic results of yoga, t'ai chi, and energy field therapies.</p> <p>206. Describe the purpose and principles of biofeedback.</p> <p>207. Discuss the risks and benefits of marijuana used as complementary or alternative medicine.</p> <p>208. Describe the necessary documentation of the patient's condition before, during, and after a laboratory or diagnostic test.</p> <p>209. Discuss nursing interventions necessary to properly prepare a patient who is to have a diagnostic examination.</p> <p>210. Discuss patient teaching for diagnostic testing.</p> <p>211. Describe the role of the nurse in procedures for specimen collection.</p> <p>212. Discuss guidelines for specimen collection.</p> <p>213. Explain the rationales for collection of each specimen listed.</p> <p>214. State appropriate labeling for a collected specimen.</p> <p>215. List the proper steps for obtaining urine specimens.</p> <p>216. List the proper steps for teaching blood glucose self-monitoring.</p> <p>217. Discuss the procedure for obtaining stool specimens.</p> <p>218. State the correct procedures for collecting a sputum specimen.</p> <p>219. Identify the procedure for performing a phlebotomy.</p> <p>220. Identify the procedure for performing electrocardiography.</p> <p>221. Discuss the body's response during each stage of wound healing.</p> <p>222. Discuss the role of nutrition in wound healing.</p> <p>223. Identify common complications of wound healing.</p> <p>224. Differentiate between healing by primary intention and healing by secondary intention.</p> <p>225. Discuss the classification of wounds according to the Centers for Disease Control and Prevention.</p> <p>226. Discuss the factors that impair wound healing and the interventions for each type of wound.</p> <p>227. Explain procedure for applying dry dressings and wet-to-dry dressings.</p> <p>228. Discuss dehiscence and evisceration and the nursing care they involve.</p> <p>229. Identify the procedure for removing sutures and staples.</p> <p>230. Discuss care of the patient with a wound drainage system as it relates to Hemovac suction, Davol suction, or T-tube drainage.</p> <p>231. Identify the procedure for performing sterile wound irrigation.</p> <p>232. Identify the nursing interventions for the patient with vacuum-assisted closure of a wound.</p> <p>233. Describe the purposes of bandages and binders and the precautions taken when applying them.</p> <p>234. List nursing diagnoses associated with wound care.</p> <p>235. Identify guidelines for admission, transfer, and discharge of a patient.</p> <p>236. Discuss the concepts of the Health Insurance Portability and Accountability Act (HIPAA).</p> <p>237. Describe common patient reactions to hospitalization.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(90 hours Theory)	238. Identify nursing interventions for common patient reactions to hospitalization. 239. Discuss the nursing process; how it pertains to admitting, discharging, and transferring the patient. 240. Discuss the nurse's responsibilities in performing an admission. 241. Describe how the nurse prepares a patient for transfer to another unit or facility. 242. Discuss discharge planning. 243. Explain how the nurse prepares a patient for discharge. 244. Identify the nurse's role when a patient chooses to leave the hospital against medical advice.	
F. PHARMACOLOGY Understand the action, dosage, and side effects of prescribed drugs and the principles of medication administration.	<ol style="list-style-type: none"> 1. Explain how licensed practical or vocational nurses use the nursing process in practicing safe drug administration. 2. Describe the specific actions involved in using the using the nursing process to safely give drugs. 3. List and discuss specific nursing activities related to assessing, planning, implementing, and evaluating the patient's response to drugs. 4. Describe each of the nine rights of administration as essential components of safe drug administration. 5. Describe the legal, regulatory, and ethical responsibilities of a nurse for drug administration. 6. Describe the legal responsibilities for managing controlled substances. 7. List the information required for a legal drug order or prescription. 8. Describe the four different types of drug orders. 9. List what you need to do if you make a drug error. 10. Explain the differences between the chemical, generic, and brand names of drugs. 11. Describe the basic physiologic processes that affect drug actions in the body. 12. Discuss personal factors that influence drug therapy. 13. Explain the differences between side effects and adverse effects. 14. Describe how drugs affect persons at different lifespan changes. 15. Relate medication therapy to the nursing process in meeting self-care requisites. 16. Describe methods to enhance client compliance and independence. 17. Apply the appropriate formula to accurately calculate drug dosages. 18. Correctly apply Clark's rule used to accurately calculate drug dosages for children. 19. Apply the correct formula for calculating intravenous flow rates for infusions. 20. Explain the principles and procedures to give drugs safely and accurately by the enteral, parenteral, and percutaneous routes. 21. Identify anatomic landmarks used for giving parenteral drugs. 22. Explain how infections, pathogens, drug spectrum, drug resistance 	Career Ready Practice: 1, 2, 5, 6, 8, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2, Demonstration and Application: 11.1 CTE Pathway: B5.4, B10.5, B12.3, B12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>and drug generation affect antibiotic drug therapy.</p> <ol style="list-style-type: none"> 23. Cite the primary actions and uses for antibiotics, antitubercular, antifungal and antiparasitic agents. 24. Describe the signs and symptoms of the common adverse effects of antimicrobial therapy. 25. List seven (7) general points to include when teaching patients and families who are on antimicrobial therapy. 26. Describe the nursing assessments and interventions for the common adverse effects associated with antimicrobial agents. 27. Discuss the primary actions and uses for antiviral and antiretroviral agents. 28. Describe the signs and symptoms of the common adverse effects of antiviral and antiretroviral drugs. 29. Discuss ways to promote an optimal response to therapy and special considerations to keep in mind when educating the patient and family about antiviral/antiretroviral drugs. 30. Identify drugs used to treat allergies that interfere with inflammation. 31. Identify drugs that lessen allergy symptoms, but do not interfere with inflammation. 32. Explain what to teach patients for correct use of drugs delivered by aerosol inhalers and dry-powder inhalers. 33. Describe how asthma controller (preventive) drugs are different from asthma reliever (rescue) drugs. 34. Describe the two main categories of bronchodilator agents used in the treatment of Asthma and Chronic Pulmonary Disease. 35. Discuss the four (4) main categories of diuretics including their actions, uses, expected side effects, adverse effects, and drug interactions. 36. Discuss the common drugs used in the management of clients with benign prostatic hyperplasia (BPH) including patient teaching associated with these drugs. 37. Describe the major actions of the common medications used to treat urinary tract infections. 38. Describe the common treatment for various types of dyslipidemias. 39. Describe the action and use of the five main categories of antihypertensive drugs. 40. Discuss the uses and general actions of cardiac drugs used to treat dysrhythmias. 41. Explain the approved way to administer different forms of anti-anginal therapy. 42. Discuss the rationale for measuring the client's apical heart rate prior to giving digoxin. 43. Determine indications for electrolyte replacement based on lab values. 44. Discuss ways to promote an optimal response to therapy and how to manage adverse reactions. 45. Describe the clotting mechanism in the human body. 46. Identify the adverse effects of daily aspirin therapy. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>47. Discuss the four classes of anticoagulant drugs including their actions, uses, expected side effects, adverse effects, and drug/food interactions.</p> <p>48. Describe specific monitoring procedures and laboratory data used to detect hemorrhage in clients on anticoagulant therapy.</p> <p>49. Explain the purpose, risk, and benefits of fibrinolytic therapy.</p> <p>50. Discuss the signs and symptoms of possible adverse effects of erythropoiesis-stimulating therapy.</p> <p>51. Discuss with client ways to promote an optimal response to therapy and managing adverse reactions.</p> <p>52. Describe the three classes of drugs in the management of Parkinson’s disease including their actions and uses, possible side effects, adverse effects, and drug interactions.</p> <p>53. Discuss with client ways to promote an optimal response to MAO-B therapy and managing adverse reactions.</p> <p>54. Describe the two classes of drug therapy in the management of Alzheimer’s disease including their actions and uses, possible side effects, adverse effects, and drug interactions.</p> <p>55. Discuss the ten warning signs of Alzheimer’s disease.</p> <p>56. List the traditional antiepileptic drugs and compare their actions, side effects and drug interactions.</p> <p>57. Describe some of the general nursing considerations in the management of clients with antiepileptic drugs.</p> <p>58. Differentiate the effects between a sedative and hypnotic form of treatment therapy.</p> <p>59. Compare the effects of benzodiazepines and non-benzodiazepines on the central nervous system.</p> <p>60. Evaluate the action and adverse effects of medications used to help promote sleep.</p> <p>61. Discuss the uses, general drug actions, general adverse reactions, precautions, and interactions of the antidepressant drugs.</p> <p>62. Discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, and points to keep in mind when educating patients about the use of anti-anxiety drugs.</p> <p>63. List the uses, general drug actions, general adverse reactions, precautions, contraindications, and interactions associated with the administration of antipsychotic drugs.</p> <p>64. Discuss the nursing implications and patient teaching associated with lithium therapy.</p> <p>65. Describe the pain assessment used for clients receiving opiate agonists.</p> <p>66. Differentiate among the properties and actions of opiate agonists, opiate partial agonists, and opiate antagonists.</p> <p>67. Cite the common expected side effects of opiate agonists and antagonist analgesics.</p> <p>68. Describe the three pharmacologic effects of salicylates.</p> <p>69. List and discuss the common and serious adverse effects and drug interactions associated with salicylates.</p> <p>70. Discuss the uses, actions and possible adverse effects and drug interactions of corticosteroid-based anti-inflammatory drugs.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 71. List the names, actions, and possible adverse effects of antigout drugs. 72. Identify the therapeutic classes of antiemetics. 73. Discuss the expected pharmacological actions, possible side effects, and adverse effects of antiemetics and promotility drugs. 74. List general nursing considerations for antiemetic therapy. 75. Discuss the scheduling of antiemetics for maximum benefit. 76. Identify the mechanism of action for the different classes of laxatives and describe medical conditions in which laxatives should not be used. 77. Discuss the drug classifications and actions used to treat stomach disorders such as peptic ulcer and gastroesophageal reflux diseases. 78. Identify interventions that incorporate pharmacologic treatments for a client with stomach disorder. 79. Explain what types of drugs are used topically to manage ear problems. 80. Describe the proper technique for instilling eardrops into a client's ear. 81. Describe the proper procedure for instilling eye drops or eye ointments. 82. List the five (5) classes of drugs to treat glaucoma and discuss their actions, and expected side effects, and possible adverse effects. 83. Discuss patient teaching needs for glaucoma medication use. 84. Describe lifespan considerations for drugs for glaucoma. 85. Identify the two classes of drugs used to treat thyroid disease. 86. Discuss the drug interactions associated with thyroid hormones and antithyroid medicines. 87. Explain the clinical uses and potential adverse effects associated with corticosteroids. 88. Identify the uses of estrogen and progestins. 89. Compare the adverse effects seen with the use of estrogen hormones with those seen with androgens. 90. Describe the expected side effects and potential adverse effects with hormone replacement therapy. 91. List and discuss the three common classes of drugs used for osteoporosis including action and uses, expected side effects, and potential adverse effects. 92. Compare the signs and symptoms, and management of hypoglycemia and hyperglycemia. 93. Describe the action and use of insulin to control diabetes mellitus. 94. List and discuss the commonly used types of insulin. 95. Discuss the action and use of non-insulin antidiabetic drugs. 96. Discuss the educational needs for clients with complications from diabetes. 97. Discuss the differences between innate immunity and acquired immunity. 98. Describe the role of antibodies in providing true immunity. 99. Explain how vaccination affects acquired immunity. 100. Describe the proper technique for giving drugs for routine 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(62 hours Theory)	<p>immunization.</p> <p>101. Outline how the immunizations plans differ for children and adults.</p> <p>102. List and discuss issues for vaccination during pregnancy.</p> <p>103. List and discuss the major adverse reactions of selective immunologic drugs.</p> <p>104. Summarize the primary actions and potential uses of commonly used herbal and dietary supplement products.</p> <p>105. Describe the interactions between commonly used herbal and dietary supplements and prescription medications.</p> <p>106. List and discuss some of the key facts that healthcare providers should tell clients about over-the-counter products.</p>	
<p>G. GROWTH AND DEVELOPMENT</p> <p>Understand the development and behavioral patterns of the individual and family.</p>	<ol style="list-style-type: none"> 1. List and discuss five public health issues related to U.S. Department of Health and Human Services (HHS) Healthy People 2030. 2. Describe the purpose of Healthy People 2030. 3. Identify one health issue or goal for each stage of the life cycle. 4. Examine how the health status of a population is measured. 5. Describe the role of the nurse or healthcare worker in achieving Healthy People 2030 objectives. 6. Identify the role of the nurse or healthcare worker in worldwide health improvement. 7. Interpret factors that influence the cost of healthcare. 8. Identify future trends in healthcare. 9. Analyze healthcare legislation and its influence on healthcare delivery. 10. Examine the impact of culture and personal values on everyday life and healthy behaviors. 11. Explain the relationships of culture and values to health-promotion teaching. 12. Examine the benefits and potential adverse effects of complementary and alternative medicines. 13. Describe the role of the government in promoting culturally competent healthcare. 14. Define the various types of family structures. 15. List and discuss the developmental stages of a family. 16. Identify examples of family system stressors. 17. List and discuss three childbearing styles. 18. Discuss one positive and one negative influence of technology on family and child development. 19. List the effects culture has on personal values, beliefs, and behaviors of family members. 20. Identify how the community influences growth and development throughout the various life cycle. 21. Describe the three interacting parts of a person's psychological functioning as identified by Freud. 22. List and discuss Erickson's theory of personality development. 23. Identify one behavioral theory of development. 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 24. Elaborate on Levinson’s psychosocial theory of development regarding the interaction among environment, culture, and the individual. 25. Define Roger’s environmental theory as it relates to the concept of self. 26. Correlate the four stages of development as identified by Piaget’s cognitive theory. 27. Analyze the major forces that influence an adult learner. 28. Explain how knowledge of growth and development through the lifespan aids the healthcare worker in fostering positive healthcare practices with clients. 29. State the goals of the Human Genome Project. 30. Trace the steps of human fertilization and implantation. 31. Discuss the critical periods of fetal development. 32. Identify the emotional changes that occur during transition to motherhood. 33. Explain the importance of prenatal health and nutrition as it relates to the health of the newborn and life expectancy. 34. Explain the significance of the bonding process between parents and newborns. 35. Compare and discuss the three phases of Rubin’s Psychological changes after birth. 36. Recognize the importance of understanding culture as it affects the care of parents and newborns. 37. State the developmental task of infancy. 38. Describe the physical development of infants from 1 month to 1 year of age. 39. List and discuss the immunization schedule for infants under 1 year of age. 40. Identify the types of toys and activities that can foster the growth and development of the neonate. 41. Explain the role of the nurse in promoting the process of attachment between parents and newborns after birth. 42. Discuss the four (4) safety precautions essential in teaching parents about infant care. 43. Describe the characteristics common to toddlers and preschool children. 44. Describe the characteristic play and appropriate toys for a toddler and preschool child and how they promote growth and development. 45. Explain the developmental tasks of early childhood. 46. Discuss the principles of guidance and discipline for children during their early childhood years. 47. List and discuss three safety risks common to early childhood years. 48. Describe the physiological changes that occur in middle childhood. 49. Describe cognitive development and its effect on the development of learning styles. 50. Discuss the psychosocial development that occurs in middle childhood. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 51. Describe the typical play activities of the school-aged child. 52. Discuss sexual education and appropriate for school aged children. 53. Identify major health-teaching needs of the school-age children. 54. State the three phases of adolescence. 55. List and discuss the physiological changes that occur in adolescence. 56. Identify the major developmental tasks of adolescence. 57. Discuss the adolescent's stage of development according to Erickson and Piaget. 58. Summarize the nutritional requirements during adolescence. 59. Identify how a person's cultural background might contribute to behavior. 60. Discuss the role of parents in fostering the positive growth and development of the adolescent. 61. State two specific health risks in the adolescent age group. 62. Discuss the role of the nurse in providing guidance and education that will promote healthy behaviors. 63. State the developmental tasks of young adulthood. 64. List and discuss the physiological changes that occur in young adulthood. 65. Describe the psychosocial tasks of young adulthood as described by Erickson. 66. State at least four priority health issues related to the young-adult stage of the life cycle. 67. Discuss Piaget's formal operational thinking as it applies to the young adult. 68. State two health screening preventative programs that are important during young adulthood. 69. Design teaching techniques that will contribute to successful learning in the young adult. 70. List and discuss the physiological changes that occur during middle adulthood. 71. Discuss the male climacteric. 72. Define the major developmental tasks and challenges of middle adulthood. 73. Discuss sexuality in the middle adulthood phase of the life-cycle. 74. State the complexities of the menopausal experience in women. 75. List preventive healthcare measures appropriate for middle adulthood. 76. Discuss the major goals of Healthy People 2030 related to late adulthood. 77. List and discuss the learning needs of later adulthood. 78. Identify challenges and developmental tasks of late adulthood. 79. Explain how menopause may affect women in the late adulthood phase of the life cycle. 80. Identify treatment options for alleviating menopausal symptoms. 81. Describe lifestyle changes that may be necessary for late adulthood. 82. Select appropriate teaching techniques to promote effective 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(42 hours Theory)	<p>learning and coping for late adulthood.</p> <p>83. Explain the concept of geriatrics.</p> <p>84. State four normal physiological changes or challenges that occur in the geriatric adult.</p> <p>85. List and discuss the major developmental tasks of the geriatric adult.</p> <p>86. Identify alternatives to nursing home care.</p> <p>87. Discuss the sexuality needs of the geriatric adult.</p> <p>88. Discuss principles of elder care and the role of the healthcare worker.</p> <p>89. Discuss the teaching needs of the geriatric adult.</p> <p>90. Describe the grieving process of the patient facing death.</p> <p>91. List and discuss the stages of the dying process.</p> <p>92. Describe behaviors related to the dying process.</p> <p>93. Discuss some ways a nurse can build rapport with end-of-life patients.</p> <p>94. State three cultural practices related to end-of-life-care.</p> <p>95. List and discuss the dying person's bill of rights.</p> <p>96. Identify ethical and legal issues involved in end-of-life care.</p> <p>97. State the role of the nurse or healthcare worker in the end-of- life care.</p> <p>98. List and discuss the normal losses that occur during the stages of the life cycle.</p> <p>99. Describe the stages and tasks of the grieving process.</p> <p>100. Describe an emotional, cognitive, and behavioral response to grief.</p> <p>101. State how the response to normal losses influences loss of life.</p> <p>102. Discuss the achievement of the letting-go phase of the grief process.</p> <p>103. State the response to loss and grief at different development stages within the lifespan.</p>	
<p>H. MEDICAL/SURGICAL I</p> <p>Understand the diseases and disorders of the body and the treatments implemented.</p>	<ol style="list-style-type: none"> 1. Identify the purposes of surgery. 2. Distinguish among elective, urgent, and emergency surgery. 3. Explain the concept of perioperative nursing. 4. Discuss the factors that influence an individual's ability to tolerate surgery. 5. Discuss considerations for the older adult surgical client. 6. Describe the preoperative checklist. 7. Explain the importance of informed consent for surgery. 8. Explain the procedure for turning deep breathing, coughing, and leg exercise for postoperative clients. 9. Differentiate among general, regional, and local anesthesia. 10. Explain conscious (moderate) sedation. 11. Describe the role of the circulating nurse and the scrub nurse during surgery. 12. Discuss the initial nursing assessment and management immediately after transfer from the post anesthesia care unit. 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 13. Identify the rationale for nursing interventions and teaching plans designed to prevent postoperative complications. 14. List the assessment data for the surgical client. 15. Examine the information needed for the postoperative client in preparation for discharge. 16. Discuss the nursing process as it pertains to the surgical client. 17. Discuss how the very young, the very old, and obese clients are at risk for fluid volume deficit. 18. Discuss how homeostasis is maintained. 19. Describe the thirst mechanisms. 20. Describe the cause and effect of deficits and excesses of sodium, potassium, chloride, calcium, magnesium, phosphorus, and bicarbonate. 21. Differentiate among the roles of the buffers, the lungs, and the kidneys in maintaining acid-base balance. 22. Compare and contrast the four primary types of acid-base imbalance. 23. Discuss the role of the nurse in maintaining fluid, electrolyte, and acid-base balances. 24. Discuss the complications of IV therapy. 25. Describe the structures and functions of the urinary system. 26. List the processes involved in urine formation. 27. Name the hormones and their influence on nephron function. 28. Compare the normal components of urine with the abnormal components. 29. List diagnostic tests used to evaluate urinary disorders and function. 30. Identify the effects of aging on urinary system function. 31. Describe the changes in body image created when the client experiences an alteration in urinary function. 32. Incorporate pharmacotherapeutic and nutritional considerations into the nursing care plan of the client with a urinary disorder. 33. Prioritize the special needs of the client with urinary dysfunction. 34. List four common complementary and alternative therapies used for urinary disorders. 35. Describe the alterations in kidney function associated with disorders of the urinary tract, ureters, bladder, and urethra. 36. Research community resources for support of the client and significant others as they face lifestyle changes from chronic urinary disorders and treatments. 37. Select nursing diagnoses related to alterations in urinary function. 38. Explain the primary functions of the integumentary system. 39. Describe the differences between the epidermis and dermis. 40. Identify the different functions of the three major glands located in the skin. 41. Discuss the general assessment of the skin. 42. List the viral disorders of the skin. 43. Compare and contrast bacterial, fungal, and inflammatory disorders of the skin. 44. Identify the parasitic disorders of the skin. 	<p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>45. Describe the common tumors of the skin.</p> <p>46. List the disorders associated with the appendages of the skin.</p> <p>47. State the pathophysiology involved in a burn injury.</p> <p>48. Explain the methods used to classify the extent of a burn injury.</p> <p>49. Discuss the stages of burn care with appropriate nursing interventions.</p> <p>50. Apply nursing process in caring for clients with skin disorders.</p> <p>51. Elaborate on the general nursing interventions for the client with a skin disorder.</p> <p>52. List the five basic functions of the skeletal system.</p> <p>53. Compare the two divisions of the skeleton.</p> <p>54. Describe the location of major bones and muscles of the body.</p> <p>55. Explain the types of body movements.</p> <p>56. Describe three vital functions muscles perform when they contract.</p> <p>57. Recognize various diagnostic examinations for musculoskeletal function.</p> <p>58. Differentiate the medical and nursing care for clients suffering from gouty arthritis, rheumatoid arthritis, and osteoarthritis.</p> <p>59. Identify at least four healthy lifestyle measures client can practice reducing the risk of developing osteoporosis.</p> <p>60. Support the plan of care for the client undergoing a total hip or knee replacement.</p> <p>61. Support the plan of care for a client with a fractured hip after open reduction with internal fixation and bipolar hip prosthesis (hemiarthroplasty).</p> <p>62. Explain the physiology of fracture healing (hematoma, granulation tissue, and callus formation).</p> <p>63. Describe the signs and symptoms of compartment syndrome.</p> <p>64. Discuss the nursing interventions for a fat embolism.</p> <p>65. List at least two types of skin and skeletal traction.</p> <p>66. Compare methods for assessing circulation, nerve damage, and infection in a client who has a traumatic insult to the musculoskeletal system.</p> <p>67. Identify at least four nursing interventions for bone cancer.</p> <p>68. Analyze the phenomenon of phantom pain.</p> <p>69. Define lordosis, scoliosis, and kyphosis.</p> <p>70. Compare and contrast external from internal respiration.</p> <p>71. Describe the purpose of the respiratory system and list and define the parts of the upper and lower respiratory tracts.</p> <p>72. List the ways in which oxygen and carbon dioxide are transported in the blood.</p> <p>73. Discuss the mechanisms that regulate respirations.</p> <p>74. Reinforce a teaching plan for preventing common respiratory infections such as colds and influenza.</p> <p>75. Identify those signs and symptoms that indicate a client is experiencing hypoxia.</p> <p>76. Differentiate among sonorous wheezes, sibilant wheezes, crackles, and pleural friction rub.</p> <p>77. Describe the purpose, significance of results, and nursing</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(72 hours Theory)	<p>interventions related to diagnostic examinations of the respiratory system.</p> <p>78. Explain the significance of arterial blood gas values and differentiate between arterial oxygen tension (PaO₂) and arterial oxygen saturation (SaO₂).</p> <p>79. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the client with disorders of the upper airway.</p> <p>80. Discuss nursing interventions for the client with a laryngectomy.</p> <p>81. Explain the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the client with disorders of the lower airway.</p> <p>82. Differentiate between tuberculosis infection and tuberculosis disease.</p> <p>83. List five nursing assessments or interventions pertaining to the care of the client with closed- chest drainage.</p> <p>84. Discuss health and wellness in the aging population of the United States in relation to the aims of Healthy People 2030.</p> <p>85. Identify some of the common myths concerning the older adult.</p> <p>86. Reinforce appropriate teaching techniques to promote effective learning and coping for the older adult.</p> <p>87. Describe biologic and psychosocial theories of aging.</p> <p>88. Discuss psychosocial events that occur with older adults.</p> <p>89. Describe the nurse's role with end-of-life care.</p> <p>90. Describe and explore the various changes that occur in all body systems during the natural aging process.</p> <p>91. Determine cues of elder abuse and neglect.</p> <p>92. Describe appropriate nursing interventions for common health concerns of the older adult.</p> <p>93. List and discuss some common groups of medications used by older adults.</p> <p>94. Discuss leading safety and security issues faced by older adults.</p> <p>95. List and discuss at least four types of living options for elderly clients with health, mental or physical issues.</p> <p>96. Compare how older adults differ from younger individuals in their response to illness, medications, and hospitalizations.</p> <p>97. Discuss the goals of rehabilitation for improving mobility for older adults in acute rehabilitation settings.</p> <p>98. List methods of assessment used for each body system.</p> <p>99. Recognize different nursing diagnoses appropriate to common health concerns of the older adult.</p> <p>100. Identify ways to preserve dignity and to increase self-esteem of the older adult.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. PSYCHOLOGY/MENTAL HEALTH</p> <p>Recognizing the nursing interventions used to give emotional support to various clients with mental health disorders and substance abuse.</p>	<ol style="list-style-type: none"> 1. Analyze the components of the mental health continuum. 2. Identify characteristics of people who are mentally healthy and those who are mentally ill. 3. Describe the parts of personality. 4. Identify community resources for mental health. 5. Identify barriers to health adaptation. 6. Identify nursing interventions for those experiencing illness or crisis. 7. Classify the levels of anxiety of an individual response in a situation. 8. Describe strategies to reduce anxiety. 9. Compare the difference between adaptive and maladaptive response to anxiety. 10. Identify major components of a nursing assessment that focuses on mental health status. 11. List and compare the commonly used defense mechanisms. 12. List the five axes of DSM-IV-TR used to examine and treat mental health. 13. Identify and describe the major mental health disorders. 14. Identify basic interventions for clients experiencing various mental health problems. 15. Describe general care, nutrition, and treatment methods for clients experiencing mental health problems. 16. Compare two alternative therapies used for mental disorders. 17. Explain how self-awareness affects the care of clients with psychosexual problems. 18. Describe three clusters of personality disorder. 19. Define paraphilia and list three examples of paraphiliac behaviors. 20. Differentiate between the terms heterosexual and homosexual. 21. Compare the difference between sexual dysfunction and a sexual disorder. 22. Apply the nursing process to the care of a client with a psychosexual problem. 23. Describe the characteristics of a client with somatic symptom disorder. 24. List and describe the three most common eating disorders. 25. Formulate a client centered teaching plan utilizing evidenced based practice related to anorexia nervosa. 26. Identify basic interventions for clients experiencing various mental health disorders. 27. Examine communicative approaches for dealing with clients with mental health disorders. 28. Distinguish between therapeutic and non-therapeutic communication. 29. Describe the general care, nutrition, and treatment methods for clients experiencing mental health problems. 30. Discuss therapies available to clients with mental illness, including electroconvulsive therapy, indications for its use and associated nursing implications. 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(36 hours Theory)	<ol style="list-style-type: none"> 31. Name two alternative therapies used for clients with mental disorders. 32. Identify four classifications of psychotherapeutic medications. 33. Discuss three classes of antianxiety agents and the side effects associated with each. 34. Prepare a list of three teaching points for clients who are beginning antidepressant therapy. 35. Explain the difference between alternative and complementary therapies. 36. Specify two precautions relating to Complimentary Alternative Medicine (CAM) therapies. 37. Discuss three topics for teaching clients about their medications. 38. Name two traits that characterize addictive personality. 39. Identify substances of abuse and assessment of a patient abusing certain addictive substances. 40. List and identify the four elements of addiction. 41. Describe the three stages of dependence. 42. Differentiate between alcohol abuse and alcoholism. 43. Discuss the disorders associated with alcoholism. 44. Apply the nursing process while incorporating assessment of client needs, diagnostic tests, nursing intervention and rehabilitation. 45. Evaluate the medications used to treat clients in alcohol and substance abuse. 46. Explain two phases of recovery: detoxification and rehabilitation. 47. Differentiate between the terms misuse and abuse of substances. 48. Explain how chemical dependency affects persons from different age groups. 49. Describe four serious consequences of substance abuse. 50. Classify four categories of abused substances and give an example from each group. 51. Plan at least four interventions for clients diagnosed with substance abuse disorders. 52. Lists the behavior patterns as warning signs that a nurse is possibly impaired by a chemical dependence. 	
<p>J. MEDICAL/SURGICAL II</p> <p>Apply the diseases and disorders of the body and the treatments implemented.</p>	<ol style="list-style-type: none"> 1. Discuss the location, size, and position of the heart. 2. Identify the chambers and valves of the heart and their functions. 3. Elaborate on the electrical conduction system that causes the cardiac muscle fibers to contract. 4. Explain what produces the two main heart sounds. 5. Trace the path of blood through the coronary circulation. 6. Recognize significant laboratory values and identify abnormal results. 7. List diagnostic tests used to evaluate cardiovascular function. 8. For coronary artery disease, compare non-modifiable risk factors with factors that are modifiable in lifestyle and health management. 9. Discuss dietary modifications for clients with cardiovascular 	<p>Career Ready Practice: 1, 2, 5, 6, 8</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>disorder.</p> <ol style="list-style-type: none"> 10. Describe five cardiac dysrhythmias including causes, clinical manifestations, and medical management. 11. List and discuss the three conditions leading to cardiac arrest. 12. Reinforce client teaching instructions post placement of a pacemaker. 13. List diagnostic tests used to evaluate cardiovascular function. 14. Compare the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for clients with angina pectoris, myocardial infarction, or heart failure. 15. Create client teaching for clients with cardiac dysrhythmias, angina pectoris, myocardial infarction, heart failure, and valvular heart disease. 16. Discuss the nursing interventions and teaching plan for a client who is recovering from a myocardial infarction (MI) or heart attack. 17. List and discuss the common medications used in the management for clients with heart failure. 18. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for the client with pulmonary edema & valvular heart disease. 19. Using the nursing process, prioritize the plan of care for a client who has had a myocardial infarction. 20. Discuss the purposes of cardiac rehabilitation. 21. Discuss, compare, and contrast the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for the client with: <ol style="list-style-type: none"> a. pulmonary edema b. rheumatic heart disease, pericarditis, and endocarditis 22. Identify ten conditions that may result in the development of secondary cardiomyopathy. 23. Explain the indications and contraindications for cardiac transplant. 24. Identify risk factors and the effects of aging associated with peripheral vascular disorders. 25. Compare and contrast signs and symptoms and discuss nursing interventions for arterial and venous disorders. 26. Explain the difference between essential (primary) hypertension, secondary hypertension, and malignant hypertension. 27. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing interventions and the importance of client education for the client with: <ol style="list-style-type: none"> a. hypertension b. peripheral vascular disease 28. List and discuss the drug therapy for the management of stage 1 or 2 hypertension per the American Heart Association, 2017. 	<p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 29. Discuss the rehabilitation of clients with complications of peripheral vascular disease. 30. Explain the various medications used to control hypertension and other peripheral vascular disease. 31. Compare and contrast the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for clients with arterial embolism, aneurysm, Buerger's disease, and Raynaud's disease. 32. Discuss etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis with clients with arterial and venous disorders. 33. Discuss etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis and discuss appropriate client education for clients with thrombophlebitis, varicose veins, and stasis ulcer. 34. Describe the components of blood. 35. Discuss factors necessary for the formation of erythrocytes. 36. Differentiate between the functions of erythrocytes, leukocytes, and thrombocytes. 37. Define the white blood cell differential. 38. Explain the blood clotting process. 39. List the basic blood groups. 40. Determine the general functions of the lymphatic system and list the primary lymphatic structures. 41. Describe the components of blood and the functions of each. 42. Identify the basic blood groups. 43. Describe the generalized functions of the lymphatic system and its role in hematopoiesis. 44. List common diagnostic tests for evaluation of blood and lymph disorders and discuss the significance of the results. 45. Compare and contrast the different types of anemias in terms of etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis. 46. Identify signs and symptoms associated with hypovolemic shock. 47. Discuss important issues to cover in client teaching and home care planning for the client with pernicious anemia. 48. Identify major food sources of nutrients needed for erythropoiesis. 49. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis for clients with disorders associated with leukocytes. 50. Assist in data collection to support a comprehensive teaching plan for clients with sickle cell anemia. 51. Compare cultural differences regarding blood disorders. 52. Using the nursing process, prioritize the plan of care for a client 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>with leukemia including palliative care.</p> <p>53. Compare and contrast the disorders of coagulation (thrombocytopenia, hemophilia, disseminated intravascular coagulation) in terms of etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions and prognosis.</p> <p>54. Discuss the primary goal of nursing interventions for clients with lymphedema.</p> <p>55. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis for the client with multiple myeloma, malignant lymphoma, and Hodgkin's lymphoma.</p> <p>56. Assess lab values of various hematologic disorders including Leukemia, Hodgkin's Disease, and various bleeding disorders.</p> <p>57. List and discuss the sequence of each of the parts of the alimentary canal.</p> <p>58. Identify the accessory organs of digestion.</p> <p>59. Discuss the function of each digestive and accessory organ.</p> <p>60. Discuss the laboratory and diagnostic examination associated with the gastrointestinal system.</p> <p>61. Identify nursing interventions associated with disorders of the gastrointestinal tract.</p> <p>62. Explain the etiology and pathophysiology, clinical manifestations, diagnostic tests, medical-surgical management, and nursing interventions for the client with disorders of the mouth, esophagus, stomach, and intestines.</p> <p>63. Identify nursing interventions for preoperative and postoperative care of the client who requires gastric surgery.</p> <p>64. Compare and contrast the inflammatory bowel diseases of ulcerative colitis and Crohn's disease.</p> <p>65. Identify nursing interventions for the client with a stoma for fecal diversion.</p> <p>66. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing interventions for the client with acute abdominal inflammations (appendicitis, diverticulitis, and peritonitis), for the client with hernias, and for the client with colorectal cancer.</p> <p>67. Differentiate between mechanical and nonmechanical intestinal obstruction, including causes, medical management, and nursing interventions.</p> <p>68. Explain the causes, medical management, and nursing interventions for the client with fecal incontinence.</p> <p>69. Discuss and use nursing interventions for the diagnostic examinations of clients with disorders of the gallbladder, liver, biliary tract, and exocrine pancreas.</p> <p>70. Explain the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing interventions for the clients with cirrhosis of the liver, carcinoma</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>of the liver, hepatitis, liver abscesses, cholecystitis, cholelithiasis, pancreatitis, and cancer of the pancreas.</p> <p>71. Discuss specific complications and teaching content for the client with cirrhosis of the liver.</p> <p>72. Define jaundice and describe signs and symptoms that may occur with jaundice.</p> <p>73. Identify the common medications used for disorders of the gallbladder, liver, biliary tract, and exocrine pancreas.</p> <p>74. Analyze the risks associated with complementary and alternative therapies used for gallbladder, biliary and pancreatic disorders.</p> <p>75. Explain the six types of viral hepatitis, including their modes of transmission.</p> <p>76. Differentiate between the subjective and objective data for the client with viral hepatitis.</p> <p>77. Discuss the nurse's role in preventing the spread of all blood-borne pathogenic diseases.</p> <p>78. Discuss the complications and prognosis of hepatitis and liver transplant.</p> <p>79. Describe the indicators for liver transplantation and the immunosuppressant drugs to reduce rejection.</p> <p>80. Identify the two methods of surgical treatment for cholecystitis and cholelithiasis.</p> <p>81. Recognize the factors that influence the physiological system of the older adult.</p> <p>82. Discuss the anatomy and physiology of the Endocrine System.</p> <p>83. List and describe the endocrine glands and their hormones.</p> <p>84. Define negative feedback inhibition.</p> <p>85. Explain the action of hormones on their target organs.</p> <p>86. Describe how the hypothalamus controls the anterior and posterior lobes of the pituitary gland.</p> <p>87. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis for clients with:</p> <ol style="list-style-type: none"> a. endocrine disorder b. acromegaly, gigantism, dwarfism, diabetes insipidus, syndrome of inappropriate antidiuretic hormone, hyperthyroidism, hypothyroidism, goiter, thyroid cancer, hyperparathyroidism, hypoparathyroidism, Cushing syndrome, and Addison's disease <p>88. Explain how to test for Chvostek's sign, Trousseau's sign, and carpopedal spasms.</p> <p>89. List two significant complications that may occur after thyroidectomy.</p> <p>90. Compare and contrast the nursing assessment of clients with Cushing syndrome and Addison's disease.</p> <p>91. Describe the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis for the patient with diabetes mellitus.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>92. Differentiate between the signs and symptoms of hyperglycemia and hypoglycemia.</p> <p>93. Discuss the various insulin types and their characteristics.</p> <p>94. Explain the roles of nutrition, exercise, and medication in the control of diabetes mellitus.</p> <p>95. Differentiate among the signs and symptoms of diabetic ketoacidosis, hyperglycemic hyperosmolar nonketotic coma, hypoglycemic reaction.</p> <p>96. Compare the long- and short-term complications of diabetes.</p> <p>97. List and describe the functions of the organs of the male and female reproductive tracts.</p> <p>98. Discuss menstruation and the hormones necessary for a complete menstrual cycle.</p> <p>99. Compare the effects of normal aging of the male and female reproductive systems.</p> <p>100. Relate the impact of illness on the client's sexuality.</p> <p>101. Apply knowledge of nursing interventions for the client undergoing diagnostic studies related to the reproductive system.</p> <p>102. Discuss the importance of the Papanicolaou test in early detection of cervical cancer and mammography as a screening procedure for breast cancer.</p> <p>103. Identify nursing interventions for client with menstrual disturbances.</p> <p>104. Discuss the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching and prognosis for infections of the female reproductive tract.</p> <p>105. Use the nursing process to assist in developing a plan of care for a client with reproductive disorder.</p> <p>106. Discuss four important points to be addressed in discharge planning for the client with pelvic inflammatory disease.</p> <p>107. Identify four problems pertinent to the client with endometriosis.</p> <p>108. Identify the clinical manifestations of a vaginal fistula.</p> <p>109. Describe the common problems with cystocele and rectocele including the related management and nursing interventions.</p> <p>110. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis for cancers of the female reproductive system.</p> <p>111. Identify four pertinent problems to ovarian cancer.</p> <p>112. Describe the preoperative and postoperative nursing interventions for the client requiring major surgery of the female reproductive organs.</p> <p>113. Describe six important points to emphasize in teaching breast self-examination.</p> <p>114. Compare four surgical approaches for cancer of the breast.</p> <p>115. Discuss adjuvant therapies for breast cancer.</p> <p>116. Discuss nursing interventions for the client with a modified radical mastectomy.</p> <p>117. List several discharge planning instructions for radical</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(84 hours Theory)	<p>mastectomy.</p> <p>118. Discuss the etiology and pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, client teaching, and prognosis for inflammatory disorders/conditions of the male reproductive system.</p> <p>119. Distinguish between hydrocele and varicocele.</p> <p>120. Describe changes occurring in the urinary and reproductive systems due to aging.</p> <p>121. Identify and reinforce the testicular self-examination procedure utilized in client education.</p> <p>122. Discuss the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions and prognosis for a client with sexually transmitted infections.</p> <p>123. Discuss client education related to prevention of sexually transmitted infections.</p> <p>124. Summarize the four categories of birth control that are employed to plan or prevent pregnancy including associated side effects, complications, and client education.</p>	
<p>K. MATERNITY NURSING</p> <p>Demonstrate the nursing procedures required to care for a patient in the skills laboratory and healthcare facility.</p>	<ol style="list-style-type: none"> 1. Explain the physiology of conception. 2. Identify the anatomical and physiologic alterations that occur during pregnancy. 3. Identify the components of antepartum assessment. 4. Differentiate among the presumptive, probable, and positive signs of pregnancy. 5. List the danger signs that might occur during pregnancy. 6. Describe nutritional requirements during pregnancy. 7. Explain the common discomforts of pregnancy. 8. Discuss cultural practices and beliefs that may affect ongoing healthcare during pregnancy. 9. Identify nursing diagnoses relevant to care of the prenatal patient. 10. Discuss community resources for pregnant women. 11. Role of the practical nurse in collaboration with the interdisciplinary team. 12. Identify the twelve leading health indicators cited in Healthy People 2030. 13. List three benefits of regular physical activity in children. 14. State the American Academy of Pediatrics' recommendations for immunization administration in healthy infants and children. 15. State three strategies to promote dental health. 16. State the causes and prevention of accidental poisonings. 17. Describe four strategies to prevent aspiration of a foreign body. 18. Discuss the proper use of infant safety seats in vehicles. 19. List safety precautions important in educating parents to prevent environmental injuries to children. 20. Identify health risks for adolescents and interventions to reduce them. 21. Discuss how to use the head-to-toe method for the physical 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>assessment of a child including physiologic and growth measurements.</p> <ol style="list-style-type: none"> 22. List conditions that increase maternal and fetal risk. 23. Compare and contrast abruptio placentae and placenta previa, noting signs and symptoms, complications, and nursing and medical management. 24. Identify diagnostic tests used to determine high-risk situations. 25. Compare and contrast hypertensive disorders experienced during pregnancy. 26. Identify preexisting maternal health conditions that influence pregnancy. 27. List the infectious diseases most likely to cause serious complications. 28. Discuss the care of the pregnant adolescent. 29. Discuss the problems created by alcohol and drug abuse. 30. Identify concerns related to preterm infants. 31. Explain the hemolytic diseases of the newborn. 32. Discuss nursing diagnoses related to high-risk conditions of the mother and the newborn. 33. Identify nursing interventions for the pregnant woman with a cardiac disorder. 34. Explain the care of a pregnant woman with a pulmonary disorder. 35. Discuss birth planning. 36. Discuss birth setting choices. 37. Discuss the signs and symptoms of impending labor. 38. Distinguish between true and false labor. 39. Explain the five factors that affect the labor process. 40. Discuss cephalopelvic disproportion. 41. Describe the "powers" involved in labor and delivery. 42. Identify the mechanisms of labor. 43. Identify the stages of labor. 44. Describe the assessment for labor and delivery. 45. Identify nursing diagnoses relevant to the woman in labor. 46. Discuss and outline nursing and medical interventions related to labor and delivery. 47. Describe postpartum assessment of the mother. 48. Identify the physiologic changes that occur in the postpartum period. 49. Discuss nursing responsibilities during the postpartum period. 50. Explain the importance of teaching personal and infant care. 51. Discuss the psychosocial adaptations that occur after birth. 52. Discuss interventions to prevent infant abductions. 53. Describe the assessment of the normal newborn. 54. Identify the physical characteristics of the normal newborn. 55. Identify normal findings and common variations observed in the newborn. 56. Describe the behavioral characteristics of the newborn. 57. Discuss nursing interventions for the circumcised newborn. 58. Explain parent-child attachment (bonding). 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours Theory)	59. Discuss nutritional needs and feeding of the newborn. 60. Discuss quieting techniques for the fussy newborn.	
<p>L. PEDIATRICS NURSING</p> <p>Demonstrate the nursing procedures required to care for a patient in the skills laboratory and healthcare facility.</p>	<ol style="list-style-type: none"> 1. Discuss the personal characteristics and professional skills of a successful pediatric nurse. 2. Identify key elements of family- centered care. 3. Describe areas in which the pediatric nurse uses principles of growth and development. 4. Describe metabolism in the child and its relationship with nutrition. 5. List general strategies to consider using when talking with children. 6. Describe the three categories of child abuse. 7. Outline several approaches for making the hospitalization of children a positive experience for them and their families. 8. Discuss pain management in infants and children. 9. Explain the needs of parents during their child's hospitalization. 10. Discuss common pediatric procedures. 11. Discuss administration of pediatric medications. 12. Discuss hazards and accident prevention in the pediatric population. 13. Discuss nursing interventions, patient teaching, and prognosis for affected children, and describe, and demonstrate understanding of the etiology and pathophysiology, types, clinical manifestations, diagnostic tests, and medical management of: <ol style="list-style-type: none"> a. congenital heart defects b. iron-deficiency anemia, sickle cell anemia, and aplastic anemia c. coagulation disorders of hemophilia and idiopathic thrombocytopenia purpura d. leukemia e. acquired immunodeficiency syndrome (AIDS) f. juvenile rheumatoid arthritis 14. Describe and discuss nursing interventions, patient teaching, and prognosis for affected children in relation to the etiology and pathophysiology, clinical manifestations, diagnostic tests, and medical management of disorders of the: <ol style="list-style-type: none"> a. respiratory system, including Respiratory Distress Syndrome (RDS), bronchopulmonary dysplasia pneumonia, Sudden Infant Death Syndrome (SIDS), upper respiratory tract infections, tonsillitis, croup, bronchitis, respiratory syncytial virus, pulmonary tuberculosis, cystic fibrosis, and bronchial asthma b. gastrointestinal system, including cleft lip and cleft palate, dehydration, diarrhea, gastroenteritis, constipation, gastroesophageal reflux, hypertrophic pyloric stenosis, intussusception, and Hirschsprung's disease 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.4, B10.5, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours Theory)	15. Discuss the parent teaching necessary to assist in prevention of urinary tract infection in infants and children. 16. Describe and discuss nursing interventions, patient teaching, and prognosis for affected children in relation to the etiology and pathophysiology, clinical manifestations, diagnostic tests, and medical management of disorders of the: <ol style="list-style-type: none"> genitourinary system, including nephrotic syndrome, acute glomerulonephritis, and Wilms' tumor endocrine system, including hypothyroidism, hyperthyroidism, and diabetes mellitus musculoskeletal system, including hip dysplasia, Legg- Calvé-Perthes 	
M. MEDICAL/SURGICAL III Analyze the diseases and disorders of the body and the treatments implemented.	<ol style="list-style-type: none"> Explore the different practices in applying for a nursing job. Describe how to effectively manage working the night shift. Examine the HIPAA guideline concerning confidentiality. List the advantages of membership in professional nursing organizations. Compare and contrast different nursing certification programs. Discuss the concept of nursing licensure examination. Explain the computerized adaptive testing (CAT) for the National Council Licensure Examination (NCLEX) for the LPN/LVN candidate (NCLEX-PN® examination). Elaborate on the nurse practice act (NPA) concept. Identify three important functions of a state boards of nursing. Explain the concept of mentoring. Summarize various career opportunities for the LPN/LVN. Discuss the guidelines for being an effective leader and supervisor. State and explain the styles of leadership/supervision that are options for nurses to use. Explore the duties of a nurse supervisor. Analyze the concept of delegation process. Explain the concept of nursing informatics. Enumerate the three types of healthcare provider's orders and discuss the legal aspects of each. List three ways to ensure accuracy when transcribing healthcare providers' orders. Evaluate pertinent data necessary to compile an effective change-of-shift report. Examine the importance of malpractice insurance. Develop strategies for burnout prevention. Describe the chemically impaired nurse. Identify and discuss the two structural divisions of the nervous system and give the functions of each. List the parts of the neuron and describe the function of each. Explain the anatomical location and functions of the cerebrum, the brainstem, the cerebellum, the spinal cord, the peripheral nerves, and cerebrospinal fluid. 	Career Ready Practice: 1, 2, 5, 6, 8 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1 CTE Pathway: B5.4, B10.5, B12.3, B12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 26. Discuss the parts of the peripheral nervous system and how the system works with the central nervous system. 27. Enumerate the twelve cranial nerves and discuss the functions. 28. Summarize the physiologic changes that occur in the nervous system with aging. 29. Explain the importance of preventing problems of the nervous system and give several examples of prevention. 30. Identify the significant subjective and objective data related to the nervous system that should be obtained from a patient during data collection. 31. Compare and contrast normal and common abnormal findings of a physical assessment of the nervous system. 32. Discuss and interpret Glasgow Coma Scale (GCS). 33. Enumerate common laboratory and diagnostic examinations for evaluation of neurologic disorders. 34. List five signs and symptoms of increased intracranial pressure, why they occur, and pharmacologic and nursing interventions that decrease intracranial pressure. 35. Identify various neurologic disturbances that involve motor function and sensory-perceptual function. 36. List four classifications of seizures, their characteristics, clinical signs, aura, ictal and postictal period. 37. Give examples of degenerative neurologic diseases and explain the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for each. 38. Discuss the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for a patient with cerebrovascular accident (CVA). 39. Compare and contrast trigeminal neuralgia from Bell's palsy. 40. Explain the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for Guillain-Barré syndrome (GBS), meningitis, encephalitis, and Acquired Immunodeficiency Syndrome (AIDS). 41. Explain the mechanism of injury to the brain that occurs with a Cerebrovascular Accident (CVA) and traumatic brain injury. 42. Examine the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for intracranial tumors, traumatic brain injury, and spinal cord injury. 43. Prioritize patient teaching and home care planning for the patient with CVA, multiple sclerosis, Parkinson's disease, and myasthenia gravis. 44. List the major sense organs and discuss their anatomical position. 45. Enumerate the parts of the eye and define the function of each part. 46. Compare and contrast the three divisions of the ear and discuss the function of each. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>47. Describe the physiologic processes involved in normal vision and hearing.</p> <p>48. Identify two age-related changes and assessment findings in the visual and auditory systems.</p> <p>49. Discuss the refractory errors of astigmatism, strabismus, myopia, and hyperopia, including etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching.</p> <p>50. Examine the different inflammatory conditions of the eye, including etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.</p> <p>51. Discuss Sjögren’s syndrome, ectropion, and entropion, including etiology, pathophysiology, clinical manifestations, diagnostic tests, medical management, nursing interventions, and prognosis.</p> <p>52. Compare and contrast the nature of cataracts, diabetic retinopathy, macular degeneration, retinal detachment, and glaucoma, including the etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.</p> <p>53. Discuss corneal injuries, including etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.</p> <p>54. Describe the various surgeries of the eye, including the nursing interventions and prognosis.</p> <p>55. Differentiate between conductive and sensorineural hearing loss.</p> <p>56. Explain the appropriate care of the hearing aid.</p> <p>57. List tips for communicating with hearing- and sight-impaired people.</p> <p>58. Identify communication resources for people with visual and/or hearing impairment.</p> <p>59. Describe inflammatory and infectious and noninfectious disorders of the ear, including etiology, pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nutrition, nursing interventions, patient teaching, and prognosis.</p> <p>60. Describe the various surgeries of the ear, including the nursing interventions, patient teaching, and prognosis.</p> <p>61. Explain the concepts of immunocompetence, immunodeficiency, and autoimmunity.</p> <p>62. Differentiate between natural and acquired immunity.</p> <p>63. Compare and contrast humoral and cell-mediated immunity.</p> <p>64. Discuss the mechanisms of immune response.</p> <p>65. List and explain five factors that influence the development of hypersensitivity.</p> <p>66. Identify the clinical manifestations of anaphylaxis.</p> <p>67. Outline the immediate aggressive treatment of systemic anaphylactic reaction.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>68. Discuss the two types of latex allergies and recommendations for preventing allergic reactions to latex in the workplace.</p> <p>69. Discuss selection of blood donors, typing and crossmatching, storage, and administration in preventing transfusion reaction.</p> <p>70. Explain immunodeficiency disease.</p> <p>71. List the causes of autoimmune disorders.</p> <p>72. Describe plasmapheresis in the treatment of autoimmune diseases.</p> <p>73. Discuss the agent that causes HIV disease and the history of HIV.</p> <p>74. Define AIDS using the current terminology from the Centers for Disease Control and Prevention.</p> <p>75. Compare and contrast HIV infection, HIV disease, and AIDS.</p> <p>76. Describe the progression of HIV infection.</p> <p>77. Explain how HIV is and is not transmitted.</p> <p>78. Determine patients who are at risk for HIV infection.</p> <p>79. Discuss the pathophysiology of HIV disease.</p> <p>80. List signs and symptoms that may be indicative of HIV disease.</p> <p>81. Describe the laboratory and diagnostic tests related to HIV disease.</p> <p>82. Explore the issues related to HIV antibody testing.</p> <p>83. Illustrate the multidisciplinary approach in caring for a patient with HIV disease.</p> <p>84. List opportunistic infections associated with advanced HIV disease (AIDS).</p> <p>85. Describe the nurse's role in assisting the HIV-infected patient with coping, grieving, reducing anxiety, and minimizing social isolation.</p> <p>86. Explain the importance of adherence to HIV treatment.</p> <p>87. Discuss the use of effective prevention strategies for counseling patients.</p> <p>88. Define the nurse's role in the prevention of HIV infection.</p> <p>89. Describe the incidence rates of cancer in the United States.</p> <p>90. Identify the three most common sites for cancer in men and women.</p> <p>91. Discuss development, prevention, and detection of cancer.</p> <p>92. List seven risk factors of cancer.</p> <p>93. Explain the American Cancer Society's recommendations for preventive behaviors and screening tests for men and women.</p> <p>94. Enumerate seven warning signs of cancer.</p> <p>95. Define the terminology used to describe cellular changes, characteristics of malignant cells, and types of malignancies.</p> <p>96. Describe the pathophysiology of cancer, including the characteristics of malignant cells.</p> <p>97. Explore the process of metastasis.</p> <p>98. Define the systems of tumor classification: grading and staging.</p> <p>99. List common diagnostic tests used to identify cancer.</p> <p>100. Explain why biopsy is essential in confirming a diagnosis of cancer.</p> <p>101. Formulate nursing interventions for the individual undergoing surgery, radiation therapy, chemotherapy, bone marrow transplantation, or peripheral stem cell transplantation.</p> <p>102. Describe the major categories of chemotherapeutic agents.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours Theory)	103. Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, medical management, nursing interventions, and prognosis for tumor lysis syndrome. 104. Discuss six general pain relief guidelines for patients with advanced cancer. 105. List and discuss end-of-life care of clients with advanced cancer.	
N. SKILLS LAB, CLINICAL PRACTICE AND SIMULATION Demonstrate the nursing procedures required to care for a patient in the skills laboratory and healthcare facility.	1. Demonstrate proficiency in the performance of standard precaution and isolation techniques. 2. Perform hand hygiene with soap and water and using an alcohol-based waterless antiseptic for routine hand hygiene. 3. Demonstrate the proper nursing procedures for: <ol style="list-style-type: none"> donning gloves removing gloves gowning for isolation donning a mask 4. Demonstrate the following transmission-based precautions: <ol style="list-style-type: none"> isolation airborne droplet contact 5. Demonstrate care for patient with immunocompromised conditions. 6. Demonstrate proper monitoring of isolation: <ol style="list-style-type: none"> double bagging of trash and wastes proper handling of linens patient teaching for infection prevention and control 7. Demonstrate proficiency in the performance of standard precaution and isolation techniques while: <ol style="list-style-type: none"> treating patients with respect and dignity encouraging patients to make choices providing privacy explaining procedures to patients keeping records confidential 8. Demonstrate client teaching for infection prevention and control: <ol style="list-style-type: none"> surgical hand hygiene preparing a sterile field donning a sterile gown performing open sterile gloving preparing for disinfection and sterilization: <ol style="list-style-type: none"> managing sterile packages opening sterile packages adding items to a sterile field pouring sterile solution using a prepackaged sterile kit 9. Demonstrate activities of daily living, hygiene, and grooming. 10. Bathing the clients and administering a back rub: <ol style="list-style-type: none"> bed bath partial bed bath 	Career Ready Practice: 1, 2, 5, 6, 8, 10 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 CTE Pathway: B5.4, B10.5, B12.3, B12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> c. towel bath d. tub bath or shower e. tepid sponge bath for temperature reduction f. medicated bath g. giving a back rub <p>11. Applying a hot, moist compress to an open wound.</p> <p>12. Administering oral hygiene care:</p> <ul style="list-style-type: none"> a. oral care b. denture care <p>13. Care of the hair, nails, and feet:</p> <ul style="list-style-type: none"> a. bed shampoo b. shaving c. hand, nail, and foot care <p>14. Perform perineal care for a male and female client.</p> <p>15. Perform catheter care.</p> <p>16. Demonstrate bed making:</p> <ul style="list-style-type: none"> a. occupied bed b. unoccupied bed <p>17. Assisting client with elimination:</p> <ul style="list-style-type: none"> a. positioning the bedpan b. positioning urinal c. transferring patient to bedside commode <p>18. Demonstrate proficiency in collecting, interpreting, and documenting changes in client's behavior and body functioning while:</p> <ul style="list-style-type: none"> a. keeping patient's records confidential b. gathering data about the client c. performing and writing different types of documentation: <ul style="list-style-type: none"> i. flow sheets ii. narrative iii. DAR iv. SOAPIE v. SBAR vi. electronic charting <p>19. Communicating nursing care plan.</p> <p>20. Identifying the role of the licensed practical nurse/vocational nurse in the nursing process.</p> <p>21. Demonstrate nursing skills proficiency in repositioning clients.</p> <p>22. Assist client to comfortable position as desired or necessary:</p> <ul style="list-style-type: none"> a. Dorsal (supine) position b. Dorsal recumbent position c. Fowler's position d. Semi-Fowlers position e. orthopneic position f. Sims's position g. prone position h. knee-chest (genupectoral) position i. Lithotomy position j. Trendelenburg's position k. Lateral position 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>23. Assist with moving patients, using lifts, and transferring patients to stretcher.</p> <p>24. Demonstrate nursing skills proficiency in assisting clients with mobility:</p> <ul style="list-style-type: none"> a. ambulation using a gait belt b. transferring from a bed to a wheelchair using a transfer belt c. transferring from a wheelchair to a bed using a transfer belt d. applying elastic stockings e. using sequential compression devices f. patient education to enhance mobility <p>25. Apply Safety Reminder Devices (SRD):</p> <ul style="list-style-type: none"> a. wrist or ankle (extremity) SRD b. elbow SRD c. vest (wrap jacket or chest) SRD d. gait or safety reminder belts e. use of a quick-release knot to secure the SRD to bed frame. f. pediatric considerations <p>26. Monitoring of the extremity for circulation, skin condition, and mental status of client.</p> <p>27. Demonstrate nursing skills proficiency in assessing client's vital signs:</p> <ul style="list-style-type: none"> a. blood pressure b. apical pulse c. peripheral pulses d. respiratory rate e. O2 Saturation f. body temperature g. height h. weight i. intake and output j. pain <p>28. Understand and interpret vital sign values.</p> <p>29. Communicate the findings appropriately.</p> <p>30. Document data gathered.</p> <p>31. Demonstrate nursing skills competencies validation test in measuring and interpreting data on vital signs of the client while:</p> <ul style="list-style-type: none"> a. treating patients with respect and dignity b. encouraging patients to make choices c. providing privacy d. explaining procedures to patients e. measuring body temperature f. obtaining a pulse rate g. obtaining apical pulse h. obtaining a respiratory rate i. obtaining blood pressure reading j. measuring height and weight k. understanding and interpreting the values l. communicating the findings appropriately m. documenting data gathered 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>32. Demonstrate nursing skills proficiency on performing a complete head-to-toe assessment:</p> <ul style="list-style-type: none"> a. general survey b. positioning of client for examination c. gathering history of patient present illness d. vital signs e. Pain Assessment Scale f. neurological assessment: level of consciousness and Glasgow Coma Scale g. musculoskeletal assessment h. integumentary assessment i. pulmonary assessment: assessing lung sounds j. cardio-vascular assessment k. abdominal assessment l. genito-urinary assessment m. reproductive assessment <p>33. Perform a psychosocial assessment.</p> <p>34. Reinforce patient/family teaching.</p> <p>35. Analyze admission assessment and document findings.</p> <p>36. Demonstrate nursing skills proficiency in assisting client with respiratory care.</p> <p>37. Administer oxygen to the client.</p> <p>38. Perform tracheostomy suctioning and care:</p> <ul style="list-style-type: none"> a. care of a cuffed tracheostomy tube b. care of the client with a T-tube or tracheostomy collar c. clearing airway <p>39. Teach client on how to use incentive spirometer.</p> <p>40. Perform percussion and postural drainage.</p> <p>41. Demonstrate oral and tracheostomy suctioning to include:</p> <ul style="list-style-type: none"> a. tracheostomy care b. chest tube care c. client care documentation <p>42. Demonstrate nursing skills proficiency in assisting clients with elimination and gastric intubation.</p> <p>43. Demonstrate inserting and removing a nasogastric tube.</p> <p>44. Demonstrate proficiency performing:</p> <ul style="list-style-type: none"> a. catheterization of male and female clients b. routine catheter care c. catheter irrigation d. removal of an indwelling catheter <p>45. Insert a rectal tube.</p> <p>46. Administer an enema.</p> <p>47. Perform colostomy, ileostomy, and urostomy care.</p> <p>48. Perform a colostomy irrigation.</p> <p>49. Document client care.</p> <p>50. Demonstrate nursing skills proficiency in the performance of skills related to emergency procedures:</p> <ul style="list-style-type: none"> a. Cardiopulmonary Resuscitation-Automated External Defibrillator (CPR-AED) b. Circulation-Airway-Breathing (CAB) of cardiopulmonary 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>resuscitation</p> <ul style="list-style-type: none"> c. adult one-rescuer cardiopulmonary resuscitation d. adult two-rescuer cardiopulmonary resuscitation e. pediatric cardiopulmonary resuscitation: child or infant f. hands-only cardiopulmonary resuscitation <p>51. Demonstrate proficiency in Heimlich maneuver as it relates to:</p> <ul style="list-style-type: none"> a. conscious patient b. unconscious patient c. pediatric patient <p>52. Apply a tourniquet.</p> <p>53. Apply an arm sling with a triangular (sling and swathe bandage).</p> <p>54. Moving the victim with a suspected spinal cord injury.</p> <p>55. Demonstrate proficiency in the performance of skills related to Musculoskeletal and orthopedic care:</p> <ul style="list-style-type: none"> a. elastic bandage application b. cast care and neurovascular check c. care of external fixation devices d. compresses: warm/cold, dry/moist, K-pad e. care for artificial limbs <p>56. Demonstrate proficiency in the performance of skills related to rehabilitative and restorative care:</p> <ul style="list-style-type: none"> a. care of cast b. care of clients in traction c. application of splints d. application of bandage e. application of sling f. application of orthopedic braces g. assistive devices: cane, walker, crutches <p>57. Demonstrate nursing skills proficiency according to the six rights of medication administration.</p> <p>58. Perform oral medication administration:</p> <ul style="list-style-type: none"> a. tablets, pills, and capsules b. liquid medications c. medications through nasogastric tube/gastric tubes <p>59. Demonstrate proficiency in administering rectal suppositories.</p> <p>60. Demonstrate proficiency in performing vaginal irrigation or douche.</p> <p>61. Demonstrate proficiency in applying topical agents.</p> <p>62. Demonstrate proficiency in administering:</p> <ul style="list-style-type: none"> a. eye drops and eye ointments b. eardrops c. nose drops d. nasal sprays <p>63. Perform eye and nasal irrigation.</p> <p>64. Identify and prevent medication errors.</p> <p>65. Document medication administration.</p> <p>66. Demonstrate drug safety measures.</p> <p>67. Demonstrate proficiency in administering:</p> <ul style="list-style-type: none"> a. metered-dose inhaler 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> b. sublingual medications c. buccal medications 68. Demonstrate proficiency in preparing: <ul style="list-style-type: none"> a. parenteral medications b. injections from an ampule c. injections from a vial 69. Prepare and administer insulin. 70. Draw up more than one type of insulin. 71. Demonstrate proficiency administering: <ul style="list-style-type: none"> a. intramuscular injection b. Z-track injection c. an intradermal injection d. a subcutaneous injection 72. Demonstrate proficiency in the performance of skills related to care of IV site: <ul style="list-style-type: none"> a. monitor PCA/IV site. b. conduct an IV site patency assessment c. discontinue IV/Hep lock 73. Review mathematics and medication administration. 74. Demonstrate nursing skills competency validation test related to medication administration. 75. Demonstrate proficiency in dosage calculation. 76. Administer medications via NGT/GT. 77. Administer parenteral medications: <ul style="list-style-type: none"> a. intradermal b. subcutaneous c. intramuscular 78. Administer percutaneous medications. 79. Prepare and administer insulin to clients. 80. Demonstrate proficiency on IV Site assessment. 81. Demonstrate nursing skills proficiency relating to pain management, complementary and alternative therapies. 82. Demonstrate understanding of drug to drug and drug to food interactions from the commonly used herbs. 83. Identify and reinforce client teaching on the use of complementary and alternative therapies: <ul style="list-style-type: none"> a. herbal preparations b. yoga c. reflexology d. chiropractic therapy e. acupuncture f. acupressure g. healing touch, therapeutic touch, reiki h. therapeutic massage i. aromatherapy j. magnet therapy k. imagery/Relaxation l. animal- Assisted therapy m. biofeedback 84. Explain the medicinal use of marijuana and cannabinoids. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>85. Demonstrate nursing skills proficiency related to specimen collection and diagnostic examination.</p> <p>86. Prepare the patient for diagnostic examination.</p> <p>87. Collect a midstream urine specimen.</p> <p>88. Collect a sterile urine specimen via catheter port.</p> <p>89. Collect a 24-hour urine specimen.</p> <p>90. Measure blood glucose levels.</p> <p>91. Collect a stool specimen.</p> <p>92. Determine the presence of occult blood in stool.</p> <p>93. Collect a sputum specimen by suction and expectoration.</p> <p>94. Obtain a throat specimen and a nose culture.</p> <p>95. Perform and document:</p> <ul style="list-style-type: none"> a. venipuncture b. electrocardiography <p>96. Demonstrate and perform nursing skills proficiency related to wound assessment and wound care.</p> <p>97. Demonstrate proficiency in changing a:</p> <ul style="list-style-type: none"> a. sterile dry dressing b. wet-to-dry dressing <p>98. Apply a transparent dressing.</p> <p>99. Perform sterile irrigation.</p> <p>100. Remove staples or sutures (applying steri-strips).</p> <p>101. Maintain hemovac or daval suction and T-tube drainage.</p> <p>102. Demonstrate proficiency applying a:</p> <ul style="list-style-type: none"> a. wound vacuum assisted closure b. bandage c. binder, arm sling, and T-Binder <p>103. Demonstrate clinical skills associated with providing hygiene and care of the client's environment.</p> <p>104. Provide compassionate care that is built upon respect for clients, other nurses, and members of the interdisciplinary team.</p> <p>105. Complete a data collection sheet for assigned clients following nursing process, safety techniques, and respect to cultural diversity.</p> <p>106. Implement focused assessments on selected clients, reporting the results to the appropriate staff.</p> <p>107. Communicate effectively with clients, their families, the nursing staff, and the interdisciplinary healthcare team.</p> <p>108. Implement selected nursing skills consistent with needed care, articulating the rationale for steps to ensure client safety and comfort.</p> <p>109. Evaluate the client's responses and outcomes of care.</p> <p>110. Accurately document the care provided using appropriate medical terminology.</p> <p>111. Participate in the admission, transfer, and discharge of clients.</p> <p>112. Safely administer medications to at least one client during the clinical experience.</p> <p>113. Use the nursing process to develop, implement, and evaluate safe and effective care for clients with basic healthcare needs.</p> <p>114. Practice the following skills associated with the care of mothers</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>and newborn in the skills lab:</p> <ol style="list-style-type: none"> a. identify the structures of the female reproductive system using anatomical charts and models. b. perform techniques of assessing fundal height to determine age of gestation (AOG). c. perform Leopold's maneuver and determine fetal presentations using the OB mannequin. d. demonstrate and describe the mechanisms of labor (cardinal movements) using pelvis model or OB mannequin. e. calculate the Estimated Date of Delivery (EDD) using the Nagele's rule and OB wheel for gestational age. f. identify the best location for assessing Fetal Heart Rate (FHR) and chart normal FHR. g. perform normal post-partum assessment using Bubble-He (breasts, uterus, bladder, bowels, lochia, episiotomy and perineum, hemorrhoids, emotions). h. demonstrate newborn care and umbilical care. i. conduct patient teachings regarding breast feeding, infant bathing, postpartum care, and family planning. j. administer newborn medications according to the six rights <ol style="list-style-type: none"> 115. Practice the following skills associated with the pediatric client in the skills lab. 116. Demonstrate proper bathing technique. 117. Compare breastfeeding, bottle feeding and various infant formulas available. 118. Demonstrate proper feeding techniques using positive nutritional practices that are acceptable to the family's culture, religion, and lifestyle. 119. Demonstrate techniques of dressing an infant. 120. Demonstrate correct diaper changing and weighing. 121. Demonstrate techniques in collection of urine specimen and measurement of intake and output. 122. Demonstrate accurate use of the Mummy restraint (Swaddling). 123. Demonstrate accurate measurement of pediatric vital signs: blood pressure, temperature, pulse rate, and respiratory rate (common sites and techniques). 124. Demonstrate proper techniques in measuring length/height of infants/children and document using the growth chart. 125. Administer medications according to the six rights. 126. Compare laboratory and diagnostic findings of assigned clients to normal values and identify deviations from normal. 127. Interpret immunization schedule as per American Academy of Pediatric guidelines. 128. Calculate safe drug dose using two methods: milligrams per kilogram or dimensional analysis. 129. Conduct visual acuity tests using a variety of visual acuity charts. 130. Perform neurovascular check on clients with case or limb injury. 131. Demonstrate the proper use of inhalers. 132. Identify age-appropriate toys and their developmental or therapeutic value. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>133. Participate in educating the client and family about relevant health/prevention concerns and or discharge planning (i.e., safety, preventive accidental poisoning, infant safety seat).</p> <p>134. Evaluate the growth and development level of at least two pediatric clients.</p> <p>135. Proper bathing and breast and bottle-feeding techniques with newborn and infants.</p> <p>136. Proper technique of diapering and dressing of an infant.</p> <p>137. Accurate use of wrist, mummy, and jacket restraint.</p> <p>138. Calculate pediatric medication dosages and apply the principles of medication administration according to the six rights.</p> <p>139. Formulate a plan of care which includes activities utilizing age appropriate and safe toys.</p> <p>140. Develop a teaching plan which includes safety precautions.</p> <p>141. Apply standards of practice for vocational nurses in selected clinical situations.</p> <p>142. Communicate effectively with clients, nursing staff, and the interdisciplinary team members orally and in writing to document the care provided and the responses of the client.</p> <p>143. Perform the following basic nursing care for an assigned client:</p> <ul style="list-style-type: none"> a. data collection b. support the plan of care c. incentive spirometry d. controlled coughing technique e. leg and turning exercises f. use of thromboembolic deterrent stockings and sequential compression devices g. intake and output <p>144. Monitor IV site for complications.</p> <p>145. Provide safe and effective nursing care for selected surgical clients:</p> <ul style="list-style-type: none"> a. bolic deterrent stockings and sequential compression devices. b. intake and output <p>146. Demonstrate clinical skills associated with the disorders of the urinary systems, fluid, and electrolyte imbalance:</p> <ul style="list-style-type: none"> a. catheterization: male b. catheterization: female c. routine catheter irrigations d. discontinuing of catheter e. observation of catheter irrigations f. intake and output <p>147. Assist the RN in performing an assessment.</p> <p>148. Evaluate the client for signs and symptoms of urinary tract disorders such as periorbital edema.</p> <p>149. Collect specimen for urinalysis or urine culture and sensitivity test.</p> <p>150. Prepare the client for laboratory and diagnostic testing.</p> <p>151. Explain the purpose of tests, type of test and how it will be performed.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(164 hours Skills) (792 hours Clinical) Total 956 hours</p>	<p>152. Compare the normal characteristics of urine with findings in a client with a urinary disorder and discussing at post conference.</p> <p>153. Provide meticulous skin care for the elderly client with incontinence.</p> <p>154. Explain the importance of bladder training.</p> <p>155. Teach client care of an ostomy bag.</p> <p>156. Teach clients the signs of fluid and electrolyte imbalances.</p> <p>157. Explain the importance of increased fluid intake to prevent urinary calculi.</p> <p>158. Demonstrate proficiency in the performance of Integumentary care skills:</p> <ul style="list-style-type: none"> a. wound assessment b. pressure injury c. clean dressing d. sterile dressing e. wet-to-dry dressing <p>159. Demonstrate care of a client with traction.</p> <p>160. Demonstrate proficiency in the performance of nursing skills related to respiratory care:</p> <ul style="list-style-type: none"> a. suctioning b. tracheostomy care <p>161. Perform a focused assessment of a client with a respiratory disorder.</p> <p>162. Auscultate breath sound and differentiate normal from abnormal findings.</p> <p>163. Recognize normal from abnormal laboratory findings.</p> <p>164. Follow safety precautions when oxygen therapy is in use.</p> <p>165. Observe the transmission-based precautions per CDC guidelines.</p> <p>166. Provide safe and effective nursing care for selected geriatric clients.</p> <p>167. Demonstrate proficiency in the performance of nursing skills previously learned.</p> <p>168. Demonstrate clinical skills associated with care of geriatrics clients with disorders.</p> <p>169. Utilize the nursing process and clinical reasoning to safely participate in the planning, implementation, and evaluation of safe nursing care for the older adult.</p> <p>170. Provide care to at least two clients including assessments, feeding, and activities of daily living (ADL).</p> <p>171. Recognize and safely administer common medications for clients in a hospital/facility setting following the six rights of medication administration.</p> <p>172. Teach assigned clients and caregivers about medication compliance, diet, and exercise needed for health maintenance.</p> <p>173. Integrate health promotion and risk reduction strategies into the care of the older adult.</p> <p>174. Integrate psychosocial, cultural, spiritual, ethical, and legal needs of the older adult into nursing care.</p> <p>175. Summarize actions needed secondary to the administration of medications prescribed for older adults.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>O. NCLEX SUCCESS</p> <p>Demonstrate the ability to prepare for and keep employment as a licensed vocational nurse.</p>	<ol style="list-style-type: none"> 1. Discuss the NCLEX-PN test plan and test preparation process for the Computer Adaptive Testing (CAT). 2. Outline the pathways to success. 3. Discuss and apply the key NCLEX-PN test-taking strategies. 4. Define the regulations for vocational nurse practice. 5. Compare and contrast the normal and abnormal values for fluids and electrolytes and ABGs. 6. Discuss the nursing process for the care of clients with the integumentary, neurological, and sensory problems: <ol style="list-style-type: none"> a. relate the signs and symptoms, laboratory results, and medications to the clinical condition of the patient. b. reinforce health education to clients and families related to care of clients with the disorders listed above c. discuss how to prioritize care given among clients in emergencies d. identify the common medications given to clients with the disorders listed above 7. Discuss the nursing process for the care of clients with the cardiovascular, oncological, hematological, and immune problems: <ol style="list-style-type: none"> a. relate the signs and symptoms, laboratory results, and medications to the clinical condition of the patient b. reinforce health education to clients and families related to care of clients with the disorders listed above c. discuss how to prioritize care given among clients in emergencies. d. identify the common medications given to clients with the disorders listed above 8. Discuss the nursing process for the care of clients with the respiratory, gastrointestinal, and endocrine problems: <ol style="list-style-type: none"> a. relate the signs and symptoms, laboratory results, and medications to the clinical condition of the patient b. reinforce health education to clients and families related to care of clients with the disorders listed above c. discuss how to prioritize care given among clients in emergencies d. identify the common medications given to clients with the disorders listed above 9. Discuss the nursing process for the care of clients with the renal/urinary and musculoskeletal problems: <ol style="list-style-type: none"> a. relate the signs and symptoms, laboratory results, and medications to the clinical condition of the patient. b. reinforce health education to clients and families related to care of clients with the disorders listed above. c. discuss how to prioritize care given among clients in emergencies. d. identify the common medications given to clients with the disorders listed above 10. Describe the fundamental concepts of growth and development. 	<p>Career Ready Practice: 1, 2, 3, 5, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.7, 2.8 Career Planning and Management: 3.6 Problem Solving and Critical Thinking: 5.1, 5.6 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.4, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours Theory)	<ol style="list-style-type: none"> 11. Describe the impact of growth and development on nursing. 12. Discuss the nursing process in the care of client in antepartum, postpartum, labor, and delivery. 13. Identify the nursing care of women with complications following birth. 14. Describe nursing care of the preterm, term, and post-term newborn. 15. Discuss common medications given in maternity nursing. 16. Discuss health education related to breastfeeding neonatal, antepartum, and postpartum care. 17. Discuss the nursing process in the care of pediatric clients. 18. Discuss different body system problems of pediatric clients. 19. Discuss common medications given to pediatric clients and the routes of administration. 20. Utilize therapeutic communication in the care of pediatric clients. 21. Discuss nursing responsibilities before, during and after common diagnostics and treatment procedures. 22. Discuss health education with clients and families related to care of pediatric clients afflicted with various problems. 23. Describe the roles and responsibilities of a Licensed Vocational Nurse in the nursing process for the care of clients with mental or behavioral health problems: <ol style="list-style-type: none"> a. relate the signs and symptoms, laboratory results, and mediations to the clinical condition of the patient. b. reinforce health education to clients and families related to care of clients with the disorders listed above. 24. Develop a comprehensive, personal plan of study for the NCLEX-PN/VN. 25. Complete the Exit ATI Comprehensive Predictor Examination. 	
<p>P. EMPLOYABILITY SKILLS</p> <p>Demonstrate the ability to prepare for and keep employment as a licensed vocational nurse.</p>	<ol style="list-style-type: none"> 1. Understand employer requirements for soft skills such as: <ol style="list-style-type: none"> a. punctuality and attendance b. time management c. flexibility and adaptability d. interpersonal skills e. work ethic f. communication and collaboration g. teamwork h. critical thinking, problem solving, decision-making i. leadership and responsibility j. trust and ethical behavior k. customer service l. respect individual and cultural differences m. diversity in the workplace 2. Discuss the processes used to look for and secure employment. 3. Review the role of online job searching platforms and career websites. 4. Create/revise a resume, cover letter, and/or portfolio. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9 Technology: 4.1, 4.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(4 hours employability skills) (6 hours Leadership & Supervision – Part of Medical/Surgical III) (Total 10 hours Theory)</p>	<ol style="list-style-type: none"> 5. Complete a sample job application form. 6. Describe and demonstrate interview techniques for employment. 7. Describe resigning from a position including time element and letter format. 8. Explain the importance of maintaining competency through continuing education and professional development. 9. Discuss career opportunities for the LVN. 10. Discuss professional growth opportunities for LVNs that can increase your marketability. 11. Review certification programs that further educational goals. 12. Review the process and responsibilities required to obtain and maintain licensure to work as a licensed vocational nurse. 13. Explain the requirements of your State Board of Nursing for eligibility to take the NCLEX-PN including licensure renewal. 14. Participate in nursing compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements. 15. Discuss and list advantages of membership in professional organizations. 16. Describe major trends, issues, goals, initiatives, and best practices taking place in the nursing profession. 	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B5.4, B12.3, B12.4</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Cooper, K. & Gosnell K., Foundations and Adult Health Nursing, 9th Edition. Elsevier-Mosby, 2019

Cooper, K. & Gosnell K., Study Guide: Foundations and Adult Health Nursing, 9th Edition. Elsevier Mosby, 2019

Knecht, Patricia K., Success in Practical/Vocational Nursing: From Student to Leader, 10th Edition. St. Louis, MO: Elsevier, Inc. 2021

Silvestri, L. & Silvestri, A., Saunders, Comprehensive Review for the NCLEX-PN Examination, 8th Edition. Elsevier-Mosby, 2021

Skidmore-Roth, L., Mosby's Drug Guide for Nursing Students, 15th Edition. Elsevier, Inc., 2020

Visovsky, C., Zambroski, C., Hosler, S., Introduction to Clinical Pharmacology, 10th Edition. Elsevier-Mosby, 2016

Visovsky, C., Zambroski, C., Hosler, S., Study Guide: Introduction to Clinical Pharmacology, 10th Edition. Elsevier-Mosby, 2016

Leifer., Fleck., Growth and Development Across the Lifespan, 3rd Edition. Elsevier-Mosby, 2013

REFERENCE BOOKS

Assessment Technologies Institute, Inc. (ATI)

Vocational Nursing Handbook and Guidelines

ONLINE APPLICATIONS

Assessment Technologies Institute, Inc. (ATI) – Clinical Scenarios and Skills Videos

Elsevier (Evolve) – [Error! Hyperlink reference not valid.](#)

Wolters/Lippincott – <https://www.wolterskluwer.com/en/health>

vSIM for Nursing – Virtual Simulation

RESOURCES

Instructional Handouts

Employer Advisory Board members

Faculty Handouts

School Handbook

Course Syllabus

The Board of Vocational Nursing and Psychiatric Technicians (BVNPT)
2535 Capitol Oaks Dr., Suite 205, Sacramento, CA 95833. Phone: (916) 263-7800.
Fax: (916) 263-7855. <https://bvnpt.ca.gov/>

National Council of State Boards of Nursing (NCSBN)
111 East Wacker Dr., Chicago, IL 60601-4277. Phone: (312) 525-3600
Fax: (312) 279-1032. <https://www.ncsbn.org/index.htm>

National Association of Licensed Practical/Licensed Vocational Nurses (NALPN). P.O. Box 1895 Manitowoc, WI 54221-1895. Phone: (920) 663-8450. <https://nalpn.org/>

National League for Nursing (NLN) 2600 Virginia Avenue, NW, 8th Floor, Washington, DC 20037.
Phone: (800) 669-1656. <http://www.nln.org/>

California Career Technical Education Model Curriculum Standards
<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture
- B. Discussion
 - a. Teacher guided
 - b. Role-play
 - c. Problem-solve
- C. Demonstration/practice/return demonstration.
- D. Home assignment, Nursing Care Plans, Patient Care Studies
- E. Field Trips
- F. Multi-sensory presentation:
 - a. charts/models
 - b. films
 - c. overhead
 - d. mock-ups
 - e. audio-visuals

EVALUATION

SECTION A – Introduction– Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Safety – Pass all assignments and exams on safety with a minimum score of 100% accuracy.

SECTION C – Professional Communication & Role Transition– Pass all assignments and exams on professional communication and role transition with a minimum score of 80% or higher.

SECTION D – Nutrition – Pass all assignments and exams on nutrition with a minimum score of 80% or higher.

SECTION E – Fundamentals – Pass all assignments and exams on fundamentals with a minimum score of 80% or higher.

SECTION F – Pharmacology– Pass all assignments and exams on pharmacology with a minimum score of 80% or higher.

SECTION G – Growth and Development – Pass all assignments and exams on growth and development with a minimum score of 80% or higher.

SECTION H – Medical Surgical I – Pass all assignments and exams on medical surgical I with a minimum score of 80% or higher.

SECTION I – Psychology/Mental Health – Pass all assignments and exams on psychology/mental health with a minimum score of 80% or higher.

SECTION J – Medical Surgical II – Pass all assignments and exams on medical surgical II with a minimum score of 80% or higher.

SECTION K – Maternity Nursing – Pass all assignments and exams on maternity nursing with a minimum score of 80% or higher.

SECTION L –Pediatrics Nursing – Pass all assignments and exams on pediatrics nursing with a minimum score of 80% or higher.

SECTION M – Medical Surgical III – Pass all assignments and exams on medical surgical III with a minimum score of 80% or higher.

SECTION N – Skills Lab, Clinical Practice & Simulation – Pass all assignments and exams on skills lab, clinical practice, and simulation with a minimum score of 80% or higher.

SECTION O – NCLEX Success – Pass all assignments and exams on NCLEX success with a minimum score of 80% or higher.

SECTION P – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



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