

# Course Outline

Health Science and Medical Technology

REVISED: August/2017

**Job Title:**

Vocational Nurse

**77-60-60**

**Career Pathway:**

Patient Care

## Vocational Nurse

**Industry Sector:**

Health Science and Medical Technology

**Credits:** 40

**Hours:** 1530

**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). Grads 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:**

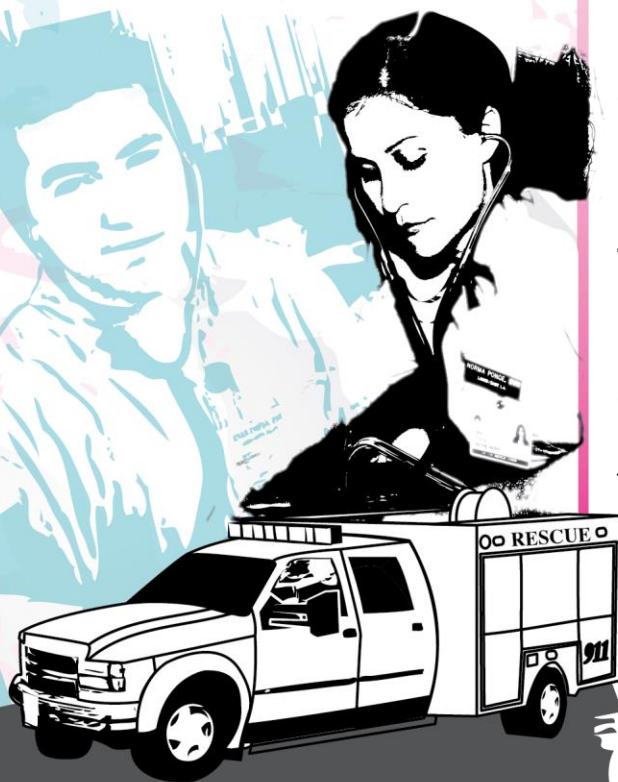
Enrollment requires a U.S. high school diploma or high school equivalency certificate, or a U.S. A.A. or B. A. degree, a 10 reading level and a 9 math level as measured by the TABE D 9/10 test; participation in a qualifying interview; present a satisfactory physical examination and a current AHA or BLS Healthcare Providers Cardiopulmonary Resuscitation (CPR) Certificate **PRIOR TO CLINICAL ROTATION**. Must be 18 years of age or older, with proof of computer literacy abilities.

**CBEDS No.:**

4279

**NOTE:** 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.



## **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**

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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 and 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**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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 takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within 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 that it ensures the student will learn at an optimum level.

pp. 7-76

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) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 79-80

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

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, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

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 possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to ALEJANDRA SALCEDO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

**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 health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- 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 health care 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, that 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. FUNDAMENTALS OF NURSING</p> <p>Understand the principles of nursing and the safe application of basic care skills.</p>	<ol style="list-style-type: none"> <li>1. Describe the organization of the Los Angeles Unified School District Health Science and Medical Technology Industry Sector.</li> <li>2. Identify the Director and Assistant Director of Nursing.</li> <li>3. Identify local school administrators and nursing faculty members.</li> <li>4. Participate in student introductions.</li> <li>5. Locate and discuss program policies.</li> <li>6. Describe a minimum of three parts of a textbook.</li> <li>7. Describe effective study methods and discuss the utilization of these methods.</li> <li>8. State five steps in problem-solving and critical thinking.</li> <li>9. Identify four factors that determine when and how studying should be done.</li> <li>10. Identify three types of reference materials located in the library.</li> <li>11. State the hospital fire procedure and disaster plans.</li> <li>12. Identify a minimum of three components of a safe patient environment.</li> <li>13. Identify patient identification methods used in the health care facility.</li> <li>14. Describe three methods for the implementation of patient safety during ambulation and transportation.</li> <li>15. Describe three types of restraints.</li> <li>16. Describe how to obtain permission for the use of restraints and effects of legalities.</li> <li>17. Describe the safety precautions to be used in the application of restraints.</li> <li>18. State patient safeguarding principles.</li> <li>19. State nurse safeguarding principles.</li> <li>20. Divide medical words into their component parts.</li> <li>21. Identify combining forms, prefixes and suffixes.</li> <li>22. Define ten medical abbreviations from the vocabulary lists.</li> <li>23. List ten commonly used medical symbols.</li> <li>24. Identify two major historical events in nursing.</li> <li>25. Describe the development of modern nursing and health care.</li> <li>26. Define “accredited school”.</li> <li>27. Describe the basic types of education leading to the Registered Nurse (RN) license.</li> <li>28. Describe the practical/vocational education leading to Licensed Practical Nurse (LPN) or Licensed Vocational Nurse (LVN) license.</li> <li>29. Describe the role of the LVN and the RN.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.5 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> B5.1, B5.2, B5.3, B5.4, B7.4, B8.1, B8.2, B8.3, B10.1, B10.5, B10.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>30. Describe the types of licensure laws which govern nursing in the United States.</li> <li>31. State the types of nursing licensure laws that exist in California.</li> <li>32. Identify one vocational nursing association and discuss why the vocational nurse should belong to such an organization.</li> <li>33. State membership requirements for National Association for Practical Nurse Education and Service (NAPNES), National Federation of Licensed Practical Nurses (NFLPN), National League for Nursing (NLN), and American Nurses Association (ANA).</li> <li>34. Describe the relationship of diet/elimination, exercise/rest, medical/dental care, and cleanliness/grooming to physical health.</li> <li>35. Describe the infectious cycle process.</li> <li>36. List three examples of medical asepsis in everyday living.</li> <li>37. List five examples of medical asepsis demonstrated in patient care.</li> <li>38. List five examples of medical asepsis demonstrated in personal grooming.</li> <li>39. Describe the handwashing procedure.</li> <li>40. Describe cleansing agents used in handwashing.</li> <li>41. Describe body substance precautions.</li> <li>42. Describe a comfortable patient room.</li> <li>43. List a minimum of four articles found in the patients' room and indicate how each is used.</li> <li>44. Describe the procedure for answering a patient call signal and intercom.</li> <li>45. List and describe three basic principles of body mechanics.</li> <li>46. State a minimum of two principles used in positioning patients.</li> <li>47. Describe the transfer of a patient from bed/chair, chair/bed, bed/commode, and bed/wheelchair.</li> <li>48. State and utilize four safety measures used when transporting a patient in a wheelchair or on a gurney.</li> <li>49. State the reasons for using supportive devices to maintain position.</li> <li>50. Describe ambulation techniques and the nurse's role.</li> <li>51. Identify and describe a minimum of six examinations and treatment positions.</li> <li>52. State the purposes of hospital bedmaking.</li> <li>53. Identify a minimum of three types of bed preparation and describe the purpose of each.</li> <li>54. Describe the bedmaking procedure for closed/open, occupied/unoccupied and post anesthesia beds.</li> <li>55. Describe the equipment that can be added to the basic bed.</li> <li>56. Describe the use of restraints.</li> <li>57. List a minimum of three linen precautions.</li> <li>58. Identify at least two federal agencies which work to protect the health of the public.</li> <li>59. Describe federal agencies' relation to local and state agencies.</li> <li>60. List three local health agencies and describe the services offered.</li> </ol>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>61. List at least three different ways for classifying hospitals.</p> <p>62. Describe the organization of a hospital.</p> <p>63. List three nursing care facilities available to the community.</p> <p>64. Define <i>medical quackery</i>.</p> <p>65. Define ecology and list the types of pollution.</p> <p>66. List 12 ethical considerations in the nursing code of ethics.</p> <p>67. Describe accepted behaviors and attitudes of the student vocational nurse.</p> <p>68. Describe the legal implications of controversial issues, such as euthanasia, abortion, and prolongation of life.</p> <p>69. List a minimum of six points in the "Patient's Bill of Rights."</p> <p>70. Explain the Good Samaritan law.</p> <p>71. Differentiate between a crime and a tort.</p> <p>72. Describe a nursing situation that could result in the following legal problem of:</p> <ul style="list-style-type: none"> <li>a. negligence</li> <li>b. assault and battery</li> <li>c. false imprisonment</li> <li>d. invasion of privacy</li> <li>e. libel</li> <li>f. slander</li> </ul> <p>73. Describe the nurse's responsibilities with regard to wills and other legal directives.</p> <p>74. Describe elder abuse; reporting and documentation.</p> <p>75. State the regulations of the Harrison Narcotic Act.</p> <p>76. List the necessary qualities of an effective charge nurse/team leader.</p> <p>77. Describe the functions of the charge nurse/team leader.</p> <p>78. State the purpose of active and passive range of motion (ROM) exercises.</p> <p>79. Describe the procedures for active and passive (ROM) exercises.</p> <p>80. Describe documentation of active and passive ROM.</p> <p>81. List four types of baths.</p> <p>82. List three basic principles of each type of bath.</p> <p>83. Describe the procedure for:</p> <ul style="list-style-type: none"> <li>a. bed bath</li> <li>b. partial bath</li> <li>c. tub bath</li> <li>d. shower</li> </ul> <p>84. List the supplies needed for:</p> <ul style="list-style-type: none"> <li>a. bed bath</li> <li>b. partial bath</li> <li>c. tub bath</li> <li>d. shower</li> </ul> <p>85. State three reasons for giving oral care.</p> <p>86. Describe self-mouth care.</p> <p>87. Describe special oral hygiene performed on an unconscious patient.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>88. Describe the procedure for the removal and cleaning of dentures.</p> <p>89. Describe hair care for the unconscious patient.</p> <p>90. Describe the shampooing procedure.</p> <p>91. List the treatment for pediculosis.</p> <p>92. Describe shaving a male patient.</p> <p>93. State the purpose of providing skin care.</p> <p>94. Describe the supplies and techniques used for back rub.</p> <p>95. Describe factors that pre-dispose a patient to the development of a decubitus ulcer.</p> <p>96. List preventative measures and treatment of decubitus.</p> <p>97. Describe assessment of skin turgor.</p> <p>98. Describe perineal care.</p> <p>99. Describe care of the patient's fingernails, toenails, eyes, ears, and nose.</p> <p>100. Describe the care and protection of eyeglasses, contact lenses and artificial eye.</p> <p>101. Describe morning (A.M.) care, afternoon and evening (P.M.) care and hours of sleep (H.S.) care.</p> <p>102. Describe room preparation for a patient admission.</p> <p>103. Describe the steps performed when admitting a patient.</p> <p>104. List ten admission items documented in a patient's chart.</p> <p>105. List a minimum of six practices implemented when transferring a patient from one unit to another or to an outside agency.</p> <p>106. Describe the procedure of discharging a patient and escorting the person from the hospital.</p> <p>107. Describe the nurses' role when the patient leaves the hospital against medical advice (AMA).</p> <p>108. Describe the documentation of admission, transfer, and discharge.</p> <p>109. List a minimum of three factors that influence the pulse rate.</p> <p>110. Describe how vital signs are obtained.</p> <p>111. Identify six sites used to obtain the pulse rate.</p> <p>112. Describe the normal pulse rate of the adult/child.</p> <p>113. Describe the procedure for counting the radial pulse.</p> <p>114. Describe the procedure for counting the apical pulse.</p> <p>115. Describe the procedure for calculating the pulse deficit.</p> <p>116. Describe the normal respiration rates for adult/child.</p> <p>117. Describe the method used to count respirations.</p> <p>118. Describe the danger signs for temperature, pulse, and respiration (TPR).</p> <p>119. Identify three sites used to obtain body temperature.</p> <p>120. Describe the types, care, and cleaning of the thermometer.</p> <p>121. Describe measuring the blood pressure.</p> <p>122. Describe blood pressure measurement in lying, sitting, and standing positions.</p> <p>123. Identify two sites used to obtain blood pressure measurements.</p> <p>124. Describe the care of the manometer.</p> <p>125. Define acute and chronic pain.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>126. Describe procedure for pain assessment.</p> <p>127. Describe pain assessment documentation.</p> <p>128. Describe pain as the "5<sup>th</sup> vital sign."</p> <p>129. Describe documenting and reporting of the vital signs.</p> <p>130. Identify and discuss five purposes of the patient record.</p> <p>131. Describe the confidentiality of the patient record.</p> <p>132. Describe a minimum of five general guidelines for making entries on a patient record.</p> <p>133. Describe the legal implications of correct charting.</p> <p>134. Identify and describe two charting formats.</p> <p>135. List a minimum of five items included in a patient's record.</p> <p>136. Identify three methods used by health care providers to exchange information regarding the patient.</p> <p>137. Describe the purpose of the Kardex and the nursing care plan.</p> <p>138. Describe documenting an incident report.</p> <p>139. Describe the procedure for deep breathing and coughing.</p> <p>140. Describe the equipment and procedure for the utilization of the incentive spirometer.</p> <p>141. Describe the position and splinting methods to be used by the patient when coughing.</p> <p>142. Describe the procedures for turning the postoperative patient.</p> <p>143. Describe the equipment and procedure used for collecting a sputum specimen.</p> <p>144. Describe the amount and method of oxygen administration.</p> <p>145. State the reason for humidifying oxygen.</p> <p>146. Describe a minimum of five safety precautions in oxygen administration.</p> <p>147. Describe two oxygen delivery sources.</p> <p>148. Describe oxygen administration by nasal cannula, nasal catheter, simple mask, Venturi mask, oxygen tent, and intermittent positive pressure breathing.</p> <p>149. List at least five general nursing care procedures for oxygen administration.</p> <p>150. Describe the reasons for monitoring and observing the patient on oxygen therapy.</p> <p>151. Describe the steps to prepare the patient at mealtime.</p> <p>152. Describe nursing responsibilities involved in serving and removing trays.</p> <p>153. Describe the role of the nurse in observing and recording food/fluid intake.</p> <p>154. Describe and demonstrate a minimum of two methods used to feed a:</p> <ul style="list-style-type: none"> <li>a. visually impaired patient</li> <li>b. patient who cannot chew</li> <li>c. child</li> <li>d. patient who needs assistance</li> </ul> <p>155. Describe assisting the vomiting patient.</p> <p>156. Describe documentation of food/fluid intake.</p> <p>157. Describe characteristics of normal stool.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>158. Describe characteristics of abnormal stool.</p> <p>159. List four complications of stool elimination.</p> <p>160. Describe four types of enemata and the purpose of each.</p> <p>161. Describe the differences between administering an enema to a child and to an adult.</p> <p>162. Describe collecting a stool specimen.</p> <p>163. List three measures for promoting defecation.</p> <p>164. State how bowel movements are documented.</p> <p>165. Describe the characteristics of normal urine.</p> <p>166. Describe the characteristics of abnormal urine.</p> <p>167. Describe the methods of toileting a female/male who is confined to bed.</p> <p>168. State how intake and output are measured and recorded.</p> <p>169. List four urinary complications.</p> <p>170. Describe measures for promoting urinary elimination.</p> <p>171. Describe the care and management of an indwelling catheter.</p> <p>172. Describe obtaining specimens such as:</p> <ul style="list-style-type: none"> <li>a. single voided</li> <li>b. clean catch</li> <li>c. 24 hour</li> <li>d. catheter</li> </ul> <p>173. Describe obtaining a specimen from an indwelling catheter.</p> <p>174. Describe urine testing for sugar and acetone.</p> <p>175. Describe documentation of urinary elimination.</p> <p>176. Define surgical asepsis.</p> <p>177. Describe three methods of sterilization.</p> <p>178. List a minimum of two rules in the handling of sterile equipment.</p> <p>179. List the equipment needed for the surgical scrub.</p> <p>180. Describe the surgical scrub procedure.</p> <p>181. Describe the equipment needed to don sterile gloves.</p> <p>182. Describe the sterile gloving procedure.</p> <p>183. Describe a minimum of four patient teachings for strict isolation room.</p> <p>184. List at least four items needed outside an isolation room.</p> <p>185. Describe the procedure for putting on a gown, mask, gloves, and hair and shoe covers.</p> <p>186. Describe isolation techniques in the care of linen, trash, food/dishes, equipment, dressings, and specimens.</p> <p>187. Describe the isolation technique of:</p> <ul style="list-style-type: none"> <li>a. obtaining the vital signs</li> <li>b. administering medications</li> <li>c. transporting the patient</li> <li>d. feeding the patient</li> <li>e. care of the body after death</li> </ul> <p>188. Describe the double bagging technique.</p> <p>189. Describe terminal disinfection.</p> <p>190. Describe patient teaching for reverse isolation.</p> <p>191. List at least three necessary items outside the reverse isolation room.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>192. Describe the procedure for mask, gloves, gown, and entering reverse isolation room.</p> <p>193. Describe two indications for catheterization and give a rationale for each.</p> <p>194. Describe two types of catheters.</p> <p>195. List the average size catheter for the male and for the female.</p> <p>196. Describe the procedure for male and female catheterization, including equipment and draping.</p> <p>197. Describe six safeguards for a patient with an indwelling catheter.</p> <p>198. Describe the irrigation of a catheter.</p> <p>199. Describe the technique for removing a catheter.</p> <p>200. Describe applying an external catheter.</p> <p>201. Identify two potential hazards when using an external catheter and nursing interventions to avoid them.</p> <p>202. Describe the documentation procedure for catheterization.</p> <p>203. Describe the purpose of the medicated and cleansing vaginal irrigation.</p> <p>204. Identify the equipment needed to administer a vaginal irrigation.</p> <p>205. Describe the procedure for administering a vaginal irrigation.</p> <p>206. Describe documentation for the vaginal irrigation.</p> <p>207. List a minimum of two purposes of sitz bath.</p> <p>208. Identify the supplies and equipment necessary for a safe sitz bath.</p> <p>209. Describe the steps of the sitz bath procedure.</p> <p>210. Describe documentation of the sitz bath procedure.</p> <p>211. List a minimum of three reasons for inserting a nasogastric tube.</p> <p>212. List a minimum of two types of nasogastric tubes.</p> <p>213. Describe the supplies/equipment needed for inserting a nasogastric tube for gastric decompression.</p> <p>214. Describe patient teaching, positioning, and methodology for nasogastric tube insertion.</p> <p>215. Describe nasal and oral hygiene care for the patient with a nasogastric tube.</p> <p>216. Describe the irrigation and suction of a nasogastric tube and the safety precautions needed during the said procedures.</p> <p>217. Describe nasogastric tube removal.</p> <p>218. Describe nursing measures for a patient receiving nourishment via gastric gavage, gastrostomy tube, and total parenteral nutrition (TPN).</p> <p>219. Identify two methods of gathering data.</p> <p>220. List a minimum of three sources of patient data.</p> <p>221. Define objective and subjective data.</p> <p>222. Define interview.</p> <p>223. List four components of the nursing history.</p> <p>224. Describe ways to organize collected data.</p> <p>225. Describe how data analysis is utilized to formulate a nursing diagnosis.</p> <p>226. Identify the methodology of establishing priorities.</p> <p>227. Define short and long term goals.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>228. Describe the contents of the nursing process.</p> <p>229. Identify the components of the intervention phase of the nursing care process.</p> <p>230. Describe the criteria for validation of the nursing care plan.</p> <p>231. Identify a patient response to a nursing action.</p> <p>232. Describe the need for documentation and team conferences in the nursing process.</p> <p>233. List the two steps in nursing evaluation.</p> <p>234. State the purpose of heat application.</p> <p>235. State the safety precautions for the application of heat.</p> <p>236. Describe four types of dry heat application and the purpose/procedure for each.</p> <p>237. Describe two types of moist heat and the purpose/procedure for each.</p> <p>238. State four purposes of cold application.</p> <p>239. State the safety precautions for cold applications.</p> <p>240. List three types of dry cold applications and the purpose/procedure for each.</p> <p>241. Identify two types of moist cold applications and the purpose/procedure for each.</p> <p>242. Describe documentation of hot and cold applications.</p> <p>243. Describe the inspection process.</p> <p>244. Identify two normal and two abnormal findings in the 15 patient observations areas.</p> <p>245. Describe abdominal quadrants, the palpation process, and the five characteristics of abnormal masses.</p> <p>246. Describe the breast examination and the need for patient privacy.</p> <p>247. Describe the auscultation procedure for examining chest and abdomen.</p> <p>248. Describe the percussion process for examining the chest and abdomen.</p> <p>249. Describe the equipment and supplies needed to change and secure a dressing.</p> <p>250. Describe the five purposes of binders and bandages and the recommended techniques in applying them.</p> <p>251. Describe the application of six types of binders.</p> <p>252. Identify and state the purpose of a minimum of ten items needed in a physical examination.</p> <p>253. Describe a minimum of three nursing measures performed prior to an examination.</p> <p>254. Describe the following positions and the draping for:</p> <ul style="list-style-type: none"> <li>a. horizontal recumbent</li> <li>b. dorsal recumbent</li> <li>c. prone</li> <li>d. Sim's</li> <li>e. Fowler's</li> <li>f. knee-chest</li> <li>g. dorsal lithotomy</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(84 hours)	<p>255. Identify two nursing responsibilities during and after a physical examination.</p> <p>256. State the equipment and positioning required for the following examinations:</p> <ol style="list-style-type: none"> <li>neurological</li> <li>gynecological</li> <li>respiratory</li> <li>rectal</li> </ol> <p>257. Describe three types of skin closure materials.</p> <p>258. Describe the supplies needed for the removal of each type of skin closure material:</p> <ol style="list-style-type: none"> <li>suture</li> <li>staple</li> <li>clip</li> </ol> <p>259. Describe the procedure for the removal of each type of skin closure material:</p> <ol style="list-style-type: none"> <li>suture</li> <li>staple</li> <li>clip</li> </ol> <p>260. Describe documenting suture, staple, and clip removal.</p> <p>261. Describe the purpose and care of a tracheostomy.</p> <p>262. Describe six safety measures employed in the care of the tracheostomy patient.</p> <p>263. Identify the three parts of a tracheostomy tube.</p> <p>264. Describe the postoperative care of the tracheostomy patient.</p> <p>265. Describe how to remove secretions from a tracheostomy and care for the tube parts.</p> <p>266. Describe the procedure for changing the tracheostomy dressing.</p> <p>267. Describe oral-nasal suctioning and the safety precautions during the procedure.</p>	
<p>B. ANATOMY AND PHYSIOLOGY</p> <p>Understand the body systems and their interrelationships.</p>	<ol style="list-style-type: none"> <li>List the components and characteristics of protoplasm.</li> <li>Identify and define cell components.</li> <li>Describe the role of the cell.</li> <li>Describe the role of the cell membrane in the control of cellular activities.</li> <li>Describe the role and actions of chromosomes.</li> <li>Describe the activities of Deoxyribonucleic acid (DNA) and Ribonucleic acid (RNA).</li> <li>List the four major tissues in the body.</li> <li>Describe a minimum of two types of epithelial, connective, and muscular tissues.</li> <li>Describe the function of epithelial and connective membranes.</li> <li>List the major organs contained in each body system.</li> <li>Define a list of body directions and give one example of each.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>12. Divide the body into midsagittal, frontal and transverse planes using a body model.</li> <li>13. Describe the two major body cavities and the subdivisions of each.</li> <li>14. List the major organs contained within each major body cavity.</li> <li>15. Diagram the abdominal cavity, identifying the four quadrants and nine anatomical regions.</li> <li>16. Describe fluid and electrolyte balance and their effect on the body.</li> <li>17. Differentiate between active and passive transport.</li> <li>18. Describe how the concept of homeostasis applies to water and fluid balance in the body.</li> <li>19. Describe the roles of hydrogen in acid base balance.</li> <li>20. List five functions of the skeletal system.</li> <li>21. Differentiate between the axial and appendicular skeleton.</li> <li>22. Locate and name the bones in each skeletal division.</li> <li>23. Compare the female and male pelvis.</li> <li>24. Describe the composition of bones.</li> <li>25. Differentiate between red and yellow bone marrow.</li> <li>26. Describe four types of bones and list one example for each.</li> <li>27. Define facet, tuberosity, process, spine, crest, foramen, meatus, sinus, fossa, and suture in relation to bone markings.</li> <li>28. Identify the four pair of sinuses in the cranium.</li> <li>29. Describe two functions of the sinuses in the cranium.</li> <li>30. Identify the three major types of joints and list one example of each.</li> <li>31. Describe the characteristics of synovial joints.</li> <li>32. Define flexion, extension, abduction, adduction, circumduction, rotation, supination, pronation, protraction, retraction, inversion, and eversion.</li> <li>33. List the four functions of the muscular system.</li> <li>34. Identify the three types of muscles.</li> <li>35. Describe five characteristics of muscle tissue.</li> <li>36. Describe the structure of muscle tissue.</li> <li>37. Define insertion, origin, prime mover, antagonist, and synergist.</li> <li>38. Locate and name the major muscle groups in the human body and describe the action of each group.</li> <li>39. Describe metabolism and muscle movement.</li> <li>40. List nine functions of the cardiovascular system.</li> <li>41. Describe how the cardiovascular system is related to the activities of all other systems of the body.</li> <li>42. Describe the characteristics and function of erythrocytes, leukocytes, and thrombocytes (platelets).</li> <li>43. Describe the mechanism of blood clotting.</li> <li>44. Identify a situation in which clotting is helpful and one in which clotting is dangerous.</li> <li>45. Identify the four blood groups.</li> <li>46. Describe what is meant by the <i>universal donor</i> and the <i>universal recipient</i>.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.2, B5.1, B5.2, B5.4, B12.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>47. Define and discuss the Rh factor and its relevance to the body.</li> <li>48. Describe the structure of the heart in general.</li> <li>49. Identify and describe heart layers, heart chambers, valves, septum, and blood vessels entering and leaving the heart.</li> <li>50. Trace the circulation of blood through the heart and lungs using a chart.</li> <li>51. Identify at which point the blood is oxygenated.</li> <li>52. Describe the blood supply to the heart muscle itself.</li> <li>53. Complete a chart on the characteristics and function of arteries, arterioles, veins, venules, and capillaries.</li> <li>54. Identify the major arteries and veins of the body using a model.</li> <li>55. Trace the circulation of blood through the body using a chart.</li> <li>56. Describe the portal circulation and its role in digestion and elimination, as well as its value in maintaining the general well-being of the body.</li> <li>57. Identify and describe the function of the structures involved in the electric conduction system of the heart.</li> <li>58. Draw a normal configuration of a heart beat as recorded by an electrocardiogram.</li> <li>59. Identify the P wave, QRS complex, and T wave, and describe their representation of cardiac electric activity.</li> <li>60. Describe the two major functions of the lymphatic system.</li> <li>61. Describe the composition of lymph fluid.</li> <li>62. List the two major lymphatic ducts and identify the areas drained.</li> <li>63. Describe the structure and function of lymph nodes.</li> <li>64. List three body structures composed of lymphoid tissue.</li> <li>65. Describe the structure of the spleen, and list three functions of this organ.</li> <li>66. Differentiate between internal and external respiration.</li> <li>67. Describe the relationship between the respiratory and cardiovascular systems.</li> <li>68. Describe the characteristics and function of the nose.</li> <li>69. Identify how the nose serves as a protective mechanism for the respiratory tract.</li> <li>70. Describe the four pairs of sinuses which communicate with the nasal passage.</li> <li>71. Explain why the sinuses are subject to infection from the nasal cavity.</li> <li>72. Describe the pharynx, and differentiate among the nasopharynx, oropharynx, and laryngopharynx.</li> <li>73. List two functions of the pharynx.</li> <li>74. Locate and define the tonsils and adenoids.</li> <li>75. Locate and describe the function of the Eustachian tubes.</li> <li>76. Describe the larynx.</li> <li>77. List two functions of the larynx.</li> <li>78. Identify the epiglottis and describe its function.</li> <li>79. Describe the vocal cords and explain the mechanism of phonation.</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>80. Describe the structure and function of the trachea.</p> <p>81. Describe the structure and function of the bronchi/bronchioles, and explain what is meant by the “bronchial tree”.</p> <p>82. Describe the alveoli and their function.</p> <p>83. Describe the exchange of oxygen and carbon dioxide in the alveoli.</p> <p>84. Define the characteristics of the lungs and explain the mechanism of breathing.</p> <p>85. Define tidal volume, vital capacity, and residual volume.</p> <p>86. Trace a molecule of oxygen entering the nasal or oral cavity through the respiratory tract into a tissue cell using a diagram.</p> <p>87. Trace a molecule of carbon dioxide from a tissue cell returning to the lungs and out through the respiratory tract using a diagram.</p> <p>88. Describe the respiratory phenomena of cough, sneeze, yawn, and hiccup.</p> <p>89. Identify the organs of the digestive tract.</p> <p>90. Trace the pathway of food from the oral cavity to the anal canal.</p> <p>91. List the functions of the gastrointestinal tract.</p> <p>92. List two functions of the mouth.</p> <p>93. Describe the hard and soft palate.</p> <p>94. Describe the uvula.</p> <p>95. List and describe the three main parts of a tooth.</p> <p>96. Define enamel, cementum, dentin, and pulp cavity.</p> <p>97. Diagram a tooth labeling the three main parts of the tooth.</p> <p>98. List four types of teeth and describe the action of each.</p> <p>99. Differentiate between deciduous and permanent teeth.</p> <p>100. State the chief function of teeth in relation to the digestive process.</p> <p>101. Describe the structure of the tongue.</p> <p>102. List three functions of the tongue.</p> <p>103. Using a chart, locate the three pairs of salivary glands.</p> <p>104. Describe the characteristics and function of saliva.</p> <p>105. Describe the function of the pharynx in the process of food digestion.</p> <p>106. Describe the epiglottis and discuss how it prevents food from entering the trachea.</p> <p>107. Define the esophagus and discuss its role in the digestive process.</p> <p>108. Define and discuss peristalsis and the methods of locating it.</p> <p>109. Using a chart, locate the stomach and describe its shape.</p> <p>110. Identify and discuss the parts of the stomach: fundus, body, pylorus, cardiac sphincter, rugae, gastric lining, muscular layers, gastric capacity, and chyme.</p> <p>111. Describe the action of gastric secretions.</p> <p>112. List three functions of the stomach.</p> <p>113. Using a chart, locate and describe the structure of the small intestine.</p> <p>114. Identify the proximal and distal end of the small intestine.</p> <p>115. Describe the three sections of the small intestine, and discuss the</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>major function of each.</p> <p>116. Describe the action of secretions (enzymes) in the small intestine.</p> <p>117. Describe the action of secretions entering the duodenum from the pancreas, liver, and gall bladder.</p> <p>118. Describe the villi, and discuss the process of food absorption.</p> <p>119. Using a chart, locate and describe the portions of the large intestine.</p> <p>120. List three functions of the large intestine.</p> <p>121. Using a model, locate and describe the structure of the liver.</p> <p>122. List and discuss eight functions of the liver.</p> <p>123. Describe the gall bladder and identify its main function.</p> <p>124. Using a chart, locate and describe the hepatic duct, cystic duct, and common bile duct.</p> <p>125. Describe the flow of bile through these ducts.</p> <p>126. Using a model, locate and describe the structure of the pancreas.</p> <p>127. List two main functions of the pancreas.</p> <p>128. Using a chart, locate the pancreatic duct and discuss the flow of enzymes into the duodenum.</p> <p>129. Describe the structure and function of peritoneum, mesentery, and greater/lesser omentum.</p> <p>130. Describe the arterial blood supply to the gastrointestinal tract.</p> <p>131. Describe the role of the portal system in the process of food utilization.</p> <p>132. Define metabolism.</p> <p>133. Differentiate between anabolism and catabolism.</p> <p>134. Define the term basal metabolism.</p> <p>135. Complete a chart identifying the enzyme, organ, site, type of food, and product of digestion for carbohydrates, proteins, and fats.</p> <p>136. Describe the functions of the urinary system, filtration, and maintenance of homeostasis.</p> <p>137. Using a diagram, identify the organs of the urinary tract in both male and female: kidneys, ureters, bladder, and urethra.</p> <p>138. Describe the characteristic shape, size, and color of the kidney.</p> <p>139. Describe the kidney location, supportive surrounding tissue, hilum, cortex, and medulla.</p> <p>140. Diagram a nephron, identifying the glomerulus, Bowman's capsule, proximal convoluted tubule, loop of Henle, distal convoluted tubule, and collecting tubule.</p> <p>141. Describe the blood supply to the kidney.</p> <p>142. Explain why the kidneys have a definite influence on systemic blood pressure.</p> <p>143. Using a chart, locate and describe the structure of the ureters.</p> <p>144. Describe the function of ureters.</p> <p>145. Locate and describe the structure of the bladder.</p> <p>146. Describe the function and capacity of the bladder.</p> <p>147. Using a diagram, identify the three openings in the bladder wall.</p> <p>148. Locate and describe the urethra.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>149. Describe and differentiate between the male and female urethra.</p> <p>150. Describe the function of the male and female urethra.</p> <p>151. Describe the process of urination.</p> <p>152. Describe the relationship of the nervous system in the process of urination.</p> <p>153. List at least eight factors which influence the flow of urine.</p> <p>154. Describe the normal color, water content, nitrogenous waste products, toxins, hormones, pigment, and minerals of urine.</p> <p>155. List and discuss four abnormal substances found in the urine.</p> <p>156. Identify the male reproductive organs.</p> <p>157. Describe the secondary sex characteristics of the adult male.</p> <p>158. Describe the structure and functions of the testes.</p> <p>159. Explain why inguinal hernias frequently occur in males.</p> <p>160. Describe the series of ducts and glands of the male reproductive system: the epididymis, ducts, deferens, seminal vesicles, ejaculatory ducts, prostate glands, urethra, and bulbourethral glands.</p> <p>161. Describe the structure and function of the penis.</p> <p>162. Describe the biological function of sexual intercourse.</p> <p>163. Identify the female reproductive organs.</p> <p>164. Describe the secondary sex characteristics of the adult female.</p> <p>165. Describe the structure and function of the ovaries, fallopian tubes, uterus, vagina, external genitalia, and mammary glands.</p> <p>166. Describe the production of milk following childbirth.</p> <p>167. Describe the phases of the menstrual cycle and the interaction of the hormones involved.</p> <p>168. Describe the process of fertilization of the ovum by the sperm.</p> <p>169. Describe the interrelationship of the endocrine system with the nervous and cardiovascular system.</p> <p>170. Differentiate between exocrine and endocrine systems with the nervous and cardiovascular system.</p> <p>171. Define a hormone and describe the general function of hormones in the body.</p> <p>172. Locate and describe the pituitary gland using a chart.</p> <p>173. Describe the function and malfunction of six hormones secreted by the anterior pituitary gland.</p> <p>174. Describe the function and malfunction of two hormones secreted by the posterior pituitary gland.</p> <p>175. Locate and describe the thyroid gland using a model.</p> <p>176. Identify the hormone secreted by the thyroid gland and discuss its function.</p> <p>177. Describe the conditions of hypothyroidism and hyperthyroidism.</p> <p>178. Describe the role of iodine in the function of the thyroid gland.</p> <p>179. Locate and describe the parathyroid glands using a model.</p> <p>180. Identify the hormone secreted by the parathyroid glands and discuss its function in the body.</p> <p>181. Describe the conditions caused by hyposecretion and hypersecretion of the parathyroid glands.</p> <p>182. Using a chart, locate and describe the adrenal glands.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>183. Describe the function and malfunction of two hormones secreted by the adrenal medulla.</p> <p>184. Describe the function and malfunction of two hormones secreted by the adrenal cortex.</p> <p>185. Locate and describe the islets of Langerhans using a diagram.</p> <p>186. Describe the function of insulin and glucagons secreted by the islets of Langerhans.</p> <p>187. Using a diagram, locate and describe the testes and ovaries.</p> <p>188. Describe the function and malfunction of the hormones secreted by the testes and ovaries.</p> <p>189. Locate and describe the thymus gland using a chart.</p> <p>190. Describe the function of the thymus gland.</p> <p>191. Describe the role of gastrin, secretion, and placental hormones in the body.</p> <p>192. Describe the function of the nervous system in general.</p> <p>193. Describe the interrelationship of the nervous system with the other systems of the body.</p> <p>194. Describe the components of a nerve cell: cell body, Nissi body, dendrite, axon, myelin sheath, nerve tract, and ganglion.</p> <p>195. Describe the sensory, motor, and connective types of neurons.</p> <p>196. Define synapse and discuss how impulses pass from one nerve cell to another.</p> <p>197. Define and classify the exteroceptor, proprioceptor and interceptors.</p> <p>198. Describe how sensory impulses are carried from various areas of the body to the central nervous system.</p> <p>199. Describe the reflex arc and give one example of a reflex arc.</p> <p>200. Describe the two divisions of the autonomic nervous system: the sympathetic and parasympathetic nervous system.</p> <p>201. Identify the organs of the central nervous system using a chart.</p> <p>202. Describe the characteristics of the brain: weight, cerebrum, hemispheres, cerebral cortex, white matter lobes, and convolutions.</p> <p>203. Identify the motor, sensory, speech, hearing, and vision areas of the brain.</p> <p>204. Define decussation.</p> <p>205. Identify and describe the thalamus, hypothalamus, cerebellum, midbrain, pons, and medulla using a chart.</p> <p>206. Describe the spinal cord and discuss its function.</p> <p>207. List and describe the three protective membranes covering the brain and spinal cord.</p> <p>208. Describe normal cerebrospinal fluid.</p> <p>209. Describe cerebrospinal fluid productions, function, and absorption.</p> <p>210. List and describe the two nerve groups of the peripheral nervous system.</p> <p>211. List the five groups of spinal nerves.</p> <p>212. Describe the function of each spinal nerve group.</p> <p>213. List the twelve cranial nerves.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(54 hours)	<p>214. Describe the function of each cranial nerve.</p> <p>215. Describe the structures of the ear: auditory canal, cerumen, tympanic membrane, ossicles, Eustachian tubes, oval window, cochlea, organ of corti, semi-circular canal, and acoustic nerve.</p> <p>216. Define binocular vision.</p> <p>217. Describe how the physiology of vision corresponds to photography.</p> <p>218. Describe the structures of the eye: bony orbit; eyelids, brows; lashes; conjunctiva; lacrimal glands; sclera; cornea; choroids; ciliary body; iris; pupil; lens; aqueous humor; vitreous humor; retina; optic nerve, and blind spot.</p> <p>219. Describe the optic chiasm, ophthalmic nerve, and eye muscles.</p> <p>220. Describe the physiology of vision.</p> <p>221. List four taste sensations.</p> <p>222. Locate receptors for taste sensation.</p> <p>223. Identify the cranial nerve involved in taste.</p> <p>224. Identify the cranial nerve of smell.</p> <p>225. Locate the receptors for the cranial nerve of smell.</p> <p>226. Explain how the sense of smell and taste work together.</p> <p>227. Identify one type of touch receptor.</p> <p>228. List and describe the epidermal and dermal layers of the skin.</p> <p>229. Describe skin pigmentation.</p> <p>230. Describe the appendages of the skin: hair, nails, sebaceous glands, and sweat glands.</p> <p>231. Describe the function of the skin: protection, sensation, thermoregulation, and secretion.</p>	
<p>C. MEDICAL SURGICAL NURSING</p> <p>Understand the diseases and disorders of the body and the treatments implemented.</p>	<ol style="list-style-type: none"> <li>1. Name the inventor of the early model microscope.</li> <li>2. Identify a minimum of two early scientists and their contributions to microbiology.</li> <li>3. Identify a minimum of five characteristics of microorganisms.</li> <li>4. Identify six types of microorganisms and give an example of each.</li> <li>5. Describe four conditions for the growth of microorganisms.</li> <li>6. Identify two methods to study microorganisms.</li> <li>7. Identify two routes of disease transmission.</li> <li>8. Identify the chain of infection.</li> <li>9. List six vehicles of disease transmission.</li> <li>10. Define infection and nosocomial infection.</li> <li>11. Describe the production of toxins and release of exotoxin and endotoxin.</li> <li>12. List a minimum of four natural defenses against infection.</li> <li>13. Identify a minimum of six factors associated with susceptibility to infection.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>14. List and define the four types of immunity.</li> <li>15. List a minimum of four barriers to microorganisms.</li> <li>16. Describe universal precautions that protect the patient.</li> <li>17. List the universal precautions that protect the nurse from infection while delivering patient care including:               <ol style="list-style-type: none"> <li>a. cleaning</li> <li>b. handling specimens</li> <li>c. exposure to body fluids/blood/drainage</li> <li>d. wounds/mucous membranes</li> </ol> </li> <li>18. Describe a minimum of three equipment and supply barriers utilized for contaminated items.</li> <li>19. List four types of isolation control and the basic requirement for each.</li> <li>20. List ten physiological aging changes related to body systems.</li> <li>21. List a minimum of three physiological problems associated with aging.</li> <li>22. Define proprioception, presbycusis, presbyopia, and hyperopia.</li> <li>23. Explain why the elderly require additional light when reading.</li> <li>24. Describe how presbycusis and presbyopia lead to misunderstanding and confusion.</li> <li>25. Describe the nursing approach/intervention for a minimum of three problems caused by physiological changes in the elderly.</li> <li>26. Describe nursing care plan for:               <ol style="list-style-type: none"> <li>a. motor skills</li> <li>b. vision</li> <li>c. tissue/bone changes</li> </ol> </li> <li>27. State the cause, symptoms, treatment and nursing interventions for:               <ol style="list-style-type: none"> <li>a. chlamydia</li> <li>b. trichomoniasis</li> <li>c. gonorrhea</li> <li>d. human papilloma virus (HPV)</li> <li>e. genital herpes</li> <li>f. syphilis</li> <li>g. AIDS</li> <li>h. hepatitis</li> </ol> </li> <li>28. Describe six nursing interventions to maintain personal hygiene for the elderly.</li> <li>29. Describe two nursing interventions to prevent bladder/bowel incontinence in the elderly patient.</li> <li>30. Describe a safe environment for the elderly.</li> <li>31. State three nursing interventions used to meet communication needs of the elderly.</li> <li>32. Describe an exercise to maintain circulation and muscle tone and prevent disease deformities.</li> <li>33. List three walking aids for the elderly.</li> <li>34. Describe a community agency for the elderly.</li> <li>35. Describe five characteristics of a good nursing home.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B5.1, B5.2, B5.4, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>36. Describe a nursing care plan for bladder/bowel training.</li> <li>37. Describe a minimum of two laboratory and two x-ray procedures ordered for a surgical patient, and the purpose for each.</li> <li>38. Describe four important items for pre-operative patient teaching and the reason for each.</li> <li>39. Describe the purpose for nothing by mouth (NPO) status prior to surgery.</li> <li>40. List a minimum of ten types of physical preparation prior to surgery and the purpose of each.</li> <li>41. Describe the purpose of pre-operative medication.</li> <li>42. Describe the psychological preparation of the surgical patient.</li> <li>43. Describe four instructions for the family of a pre-operative patient.</li> <li>44. List the two main types of anesthesia and the routes of administration of each.</li> <li>45. Describe the four stages of anesthesia.</li> <li>46. Describe one side effect of a general and a local/regional anesthesia.</li> <li>47. Describe the immediate nursing responsibilities of the post-anesthesia recovery (PAR) nurse.</li> <li>48. Describe the bed and equipment to receive a post-operative patient.</li> <li>49. Describe a minimum of five items to be checked when receiving a patient from PAR.</li> <li>50. List two symptoms and two appropriate nursing measures for the post-operative complications of:               <ol style="list-style-type: none"> <li>a. hemorrhage/shock</li> <li>b. thrombophlebitis</li> <li>c. atelectasis</li> <li>d. pulmonary embolism</li> <li>e. respiratory distress</li> <li>f. nausea, vomiting, singultus</li> <li>g. abdominal distension</li> <li>h. bowel changes</li> <li>i. urinary retention</li> <li>j. pain and sleeplessness</li> <li>k. dehiscence/evisceration</li> <li>l. wound infection</li> <li>m. muscle weakness/contracture</li> </ol> </li> <li>51. Identify two wound types.</li> <li>52. Describe the healing process.</li> <li>53. List five reasons for leaving a wound undressed.</li> <li>54. List five purposes of a dressing.</li> <li>55. List normal values of a minimum of six musculoskeletal laboratory tests.</li> <li>56. Define a minimum of three diagnostic techniques and its nursing implication for each procedure.</li> <li>57. Describe fracture occurrence.</li> <li>58. List a minimum of five classifications of fractures.</li> </ol>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>59. Describe a minimum of four symptoms of fracture.</p> <p>60. Identify the diagnostic tool used to determine a fracture.</p> <p>61. List a minimum of three methods for treating a fracture.</p> <p>62. Describe the nursing care involved in fracture treatment.</p> <p>63. Define four traumatic disorders:</p> <ul style="list-style-type: none"> <li>a. contusions</li> <li>b. strains</li> <li>c. sprains</li> <li>d. dislocations</li> </ul> <p>64. List cause, symptoms, and treatment for:</p> <ul style="list-style-type: none"> <li>a. contusions</li> <li>b. strains</li> <li>c. sprains</li> <li>d. dislocations</li> </ul> <p>65. Differentiate among bursitis, myositis, fibro myositis, and tenosynovitis.</p> <p>66. List cause, symptoms and treatment for:</p> <ul style="list-style-type: none"> <li>a. bursitis</li> <li>b. myositis</li> <li>c. fibromyositis</li> <li>d. tenosynovitis</li> </ul> <p>67. Describe arthroplasty and total joint replacement.</p> <p>68. List three diseases or events that might necessitate amputation of a limb.</p> <p>69. Describe the nurse's role in the following areas of the amputee patient:</p> <ul style="list-style-type: none"> <li>a. emotional needs</li> <li>b. prevention of contracture</li> <li>c. exercise</li> <li>d. patient teaching</li> <li>e. discharge instructions</li> </ul> <p>70. Describe a closed wound drainage system (hemovac).</p> <p>71. Describe bandaging a stump.</p> <p>72. Describe phantom limb pain.</p> <p>73. Describe a nursing care plan for a patient with a musculoskeletal disorder.</p> <p>74. Describe the purpose of a cast.</p> <p>75. Describe the role of the nurse in cast application and cast care.</p> <p>76. List five signs of circulatory impairment in the cast patient.</p> <p>77. Describe exercise, moving, and itching in the cast patient.</p> <p>78. Describe the psychological problem of the cast patient.</p> <p>79. Describe cast removal.</p> <p>80. Differentiate between skeletal and skin traction.</p> <p>81. List and describe two devices for each type of traction.</p> <p>82. Describe a minimum of six guidelines used in the nursing management of a patient in traction.</p> <p>83. Define and describe four basic gaits.</p> <p>84. Describe patient preparation for crutch walking.</p> <p>85. Describe the types and use of walkers and canes.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>86. Differentiate between a sling and an immobilizer.</p> <p>87. List and give the purpose of two types of braces.</p> <p>88. Describe the care of arm and leg prostheses.</p> <p>89. Describe and give the purpose of the Stryker frame and circo-electric bed.</p> <p>90. Describe and state the purpose of log rolling and pillow positioning the orthopedic patient.</p> <p>91. List a minimum of five pieces of bed equipment used for the care of the orthopedic patient.</p> <p>92. Describe making an orthopedic bed from top to bottom.</p> <p>93. Describe symptoms, treatment, and nursing care for:</p> <ul style="list-style-type: none"> <li>a. hip dysplasia</li> <li>b. clubfoot</li> <li>c. torticollis</li> </ul> <p>94. State the pathophysiology and treatment for:</p> <ul style="list-style-type: none"> <li>a. rickets</li> <li>b. muscular dystrophy</li> <li>c. Legg-Perthes disease</li> </ul> <p>95. Differentiate between rheumatoid arthritis and osteoarthritis.</p> <p>96. Define rheumatoid spondylitis.</p> <p>97. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing intervention, and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. rheumatoid arthritis</li> <li>b. osteoarthritis</li> <li>c. gout</li> <li>d. osteoporosis</li> <li>e. osteomyelitis</li> </ul> <p>98. Define benign and malignant osteomas.</p> <p>99. List normal values of a minimum of six laboratory tests.</p> <p>100. Define two hemodynamic monitoring tests and six diagnostic tests.</p> <p>101. Describe a minimum of seven nursing interventions for assessment of the cardiac patient.</p> <p>102. State the causes, symptoms, and treatment of congestive heart failure.</p> <p>103. List a minimum of three tests employed in the diagnosis of congestive heart failure.</p> <p>104. Describe the cause, symptoms, and treatment of pulmonary edema.</p> <p>105. Describe the rotating tourniquet treatment.</p> <p>106. Describe the etiology, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. rheumatic fever</li> <li>b. endocarditis</li> <li>c. mitral stenosis</li> <li>d. mitral insufficiency</li> <li>e. aortic stenosis</li> <li>f. aortic insufficiency</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>g. bacterial endocarditis</li> <li>h. pericarditis</li> </ul> <p>107. List two diagnostic tests for identifying blood dyscrasias and describe the nursing care following each test.</p> <p>108. Describe etiology, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. anemia</li> <li>b. leukemia</li> <li>c. thrombocytopenia</li> <li>d. hemophilia</li> <li>e. polycythemia vera</li> <li>f. agranulocytosis</li> <li>g. multiple myeloma</li> <li>h. non-Hodgkin's lymphoma</li> </ul> <p>109. Describe the diagnosis, definition, pathophysiology, etiology, diagnostic test, treatment, nursing interventions, and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. Hodgkin's disease</li> <li>b. infectious mononucleosis</li> <li>c. hemophilia</li> </ul> <p>110. Describe arterial blood pressure.</p> <p>111. State the normal values for systolic, diastolic, and pulse pressure.</p> <p>112. Describe the symptoms and treatment for hypertension.</p> <p>113. Describe a nursing care plan for circulatory disorder.</p> <p>114. Describe the incidence of coronary artery disease (CAD).</p> <p>115. Describe a minimum of six risk factors for coronary artery disease.</p> <p>116. Describe a minimum of five preventative measures for coronary artery disease.</p> <p>117. Describe a minimum of three symptoms of angina pectoris.</p> <p>118. Describe the treatment of angina pectoris.</p> <p>119. Describe the following for myocardial infarction:</p> <ul style="list-style-type: none"> <li>a. diagnosis</li> <li>b. definition</li> <li>c. pathophysiology</li> <li>d. etiology</li> <li>e. diagnostic tests</li> <li>f. treatment</li> <li>g. nursing interventions</li> <li>h. patient teaching</li> </ul> <p>120. Describe the function of the coronary care unit.</p> <p>121. Describe rehabilitation measures for the post-myocardial infarction patient.</p> <p>122. Describe the pathophysiology and surgical intervention for:</p> <ul style="list-style-type: none"> <li>a. tetralogy of Fallot</li> <li>b. tricuspid atresia</li> <li>c. anomalous venous return</li> <li>d. transposition of the great vessels</li> <li>e. ventricular septal defects</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>f. atrial septal defects</li> <li>g. patent ductus arteriosus</li> <li>h. pulmonary stenosis</li> <li>i. aortic stenosis</li> <li>j. coarctation of the aorta</li> </ul> <p>123. Define peripheral vascular disease.</p> <p>124. State etiology, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. ischemia</li> <li>b. atherosclerosis/arteriosclerosis</li> <li>c. Raynaud's disease</li> <li>d. thromboangitis/phlebothrombosis</li> <li>e. varicose veins</li> <li>f. thrombophlebitis</li> <li>g. Pulmonary embolism</li> <li>h. Lymphedema</li> <li>i. deep vein thrombosis (DVT)</li> </ul> <p>125. Describe the methods of surgical treatment of aneurysms.</p> <p>126. Describe a minimum of six nursing interventions for a patient with an aneurysm.</p> <p>127. Describe a minimum of two types of pacemakers.</p> <p>128. Describe a minimum of five nursing interventions for the pacemaker patient.</p> <p>129. Define a minimum of three laboratory tests.</p> <p>130. Define five diagnostic techniques, and nursing implications for each procedure.</p> <p>131. Describe assessment of a patient with a respiratory disorder.</p> <p>132. Describe and list nursing interventions for the following methods of maintaining a patent airway:</p> <ul style="list-style-type: none"> <li>a. coughing</li> <li>b. naso-tracheal suctioning</li> <li>c. intermittent positive pressure breathing (IPPB) treatments</li> <li>d. endotracheal intubations</li> <li>e. tracheostomy</li> </ul> <p>133. Describe the symptoms of oxygen toxicity.</p> <p>134. Describe a mechanical ventilator.</p> <p>135. Describe nursing interventions in management of the patient on a respirator.</p> <p>136. Describe methods of weaning the patient from a respirator.</p> <p>137. List two purposes of water-seal chest drainage.</p> <p>138. Describe the underlying principles of water-seal chest drainage.</p> <p>139. Describe the nursing intervention for a patient with water-seal drainage.</p> <p>140. Describe various positions used to remove secretions from the chest by gravity (postural drainage).</p> <p>141. List nursing measures used to assist the patient with effective postural drainage.</p> <p>142. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions,</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. hyaline membrane disease</li> <li>b. sudden infant death syndrome</li> <li>c. cystic fibrosis</li> </ul> <p>143. State the etiology, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. common cold</li> <li>b. influenza</li> <li>c. tonsillitis/laryngitis</li> <li>d. strep throat</li> <li>e. emphysema</li> <li>f. chronic bronchitis</li> <li>g. bronchial asthma</li> <li>h. bronchiectasis</li> <li>i. allergic rhinitis</li> <li>j. extrinsic asthma</li> <li>k. tumors; benign and malignant</li> </ul> <p>144. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. pneumonia</li> <li>b. tuberculosis</li> <li>c. cancer of the larynx</li> </ul> <p>145. Describe the treatment for a penetrating chest wound causing a pneumothorax.</p> <p>146. Describe the postoperative care for a patient following nasal surgery.</p> <p>147. Describe the nursing response to a hospital fire, radiation problem, and chemical spill.</p> <p>148. State the hospital emergency code word for fire and for cardiopulmonary arrest.</p> <p>149. State where the emergency equipment is kept in the hospital.</p> <p>150. Describe patient teaching for the use of the intercom, call light, and emergency signal.</p> <p>151. Describe the purpose of the incident report.</p> <p>152. State one example of a natural disaster.</p> <p>153. Describe the purpose of mock disaster drills.</p> <p>154. Define triage.</p> <p>155. Define tagging and sorting.</p> <p>156. Describe a minimum of three community agencies involved in disaster drills.</p> <p>157. Describe a minimum of seven nursing duties performed in the acute emergency room.</p> <p>158. Describe three nursing interventions performed in the walk-in-clinic.</p> <p>159. List the ten principles of first aid.</p> <p>160. Describe how each principle of first aid is carried out.</p> <p>161. Describe the Good Samaritan Law.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>162. Describe first aid for the following specific emergencies:</p> <ol style="list-style-type: none"> <li>a. hemorrhage</li> <li>b. shock</li> <li>c. fainting</li> <li>d. poisoning/overdose</li> <li>e. fractures</li> <li>f. frostbite</li> <li>g. hypothermia</li> <li>h. chest injury</li> <li>i. head/neck/back injuries</li> <li>j. removal of foreign bodies</li> <li>k. animal bite</li> <li>l. insect bite</li> <li>m. snake bite</li> <li>n. burn</li> <li>o. food poisoning</li> </ol> <p>163. List normal values of a minimum of six laboratory tests.</p> <p>164. Define a minimum of five diagnostic techniques and list nursing implications for each procedure.</p> <p>165. Describe the nursing management of the patient with a colostomy.</p> <p>166. Describe the colostomy irrigation procedure.</p> <p>167. Compare a colostomy with an ileostomy.</p> <p>168. Describe the application and changing of an ileostomy appliance.</p> <p>169. State the etiology, symptoms, treatment, and nursing interventions for:</p> <ol style="list-style-type: none"> <li>a. congenital disorders</li> <li>b. metabolic disorders</li> <li>c. nutritional deficiency</li> </ol> <p>170. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for a hernia.</p> <p>171. State the etiology, symptoms, treatment, and nursing interventions for:</p> <ol style="list-style-type: none"> <li>a. periodontal disease</li> <li>b. pyorrhea</li> <li>c. appendicitis</li> <li>d. peritonitis</li> <li>e. Crohn's disease</li> <li>f. diverticulosis/diverticulitis</li> <li>g. ulcerative colitis</li> <li>h. pancreatitis</li> </ol> <p>172. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ol style="list-style-type: none"> <li>a. cholecystitis</li> <li>b. cirrhosis</li> <li>c. hepatitis</li> </ol> <p>173. State the etiology, symptoms, treatment, and nursing</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>interventions of developmental/structural vascular defects for:</p> <ul style="list-style-type: none"> <li>a. hemorrhoids</li> <li>b. pilonidal cyst</li> <li>c. rectal fissure/fistula</li> </ul> <p>174. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for the following ulcerative diseases:</p> <ul style="list-style-type: none"> <li>a. peptic ulcer</li> <li>b. ulcerative colitis</li> </ul> <p>175. List normal values of a minimum of three oncology laboratory tests.</p> <p>176. Describe nursing interventions for each selected diagnostic test.</p> <p>177. Describe four ways in which cancer cells spread.</p> <p>178. State the seven characteristics of malignant and benign neoplasms.</p> <p>179. List five factors that predispose an individual to cancer.</p> <p>180. List the seven warning signs of cancer.</p> <p>181. List three methods used for the treatment of cancer.</p> <p>182. Describe the nursing interventions for surgery, radiation, and chemotherapy patients.</p> <p>183. List ten nursing precautions for radioactive isotopes.</p> <p>184. Describe a minimum of three nursing interventions for the patient hospice.</p> <p>185. Describe a minimum of seven characteristics of official classification as a hospice.</p> <p>186. List a minimum of three criteria for admission to a hospice.</p> <p>187. Locate the three most common sites of cancer in men and woman according to the latest statistics from the American Cancer Society using a diagram.</p> <p>188. Describe race, age, and socioeconomics as contributing factors in increased cancer rates.</p> <p>189. Define peripheral vascular disease.</p> <p>190. List three poisonous gases included in cigarette smoke.</p> <p>191. Describe involuntary smoking for the adult male and female population in the United States.</p> <p>192. Describe the hazards of involuntary smoking.</p> <p>193. Define "smokeless tobacco."</p> <p>194. List eight carcinogens.</p> <p>195. List three examinations that aid in the early diagnosis of cancer.</p> <p>196. Describe cancer quackery and one unapproved "cancer cure".</p> <p>197. Describe the following cancer areas:</p> <ul style="list-style-type: none"> <li>a. incidence</li> <li>b. mortality</li> <li>c. warning signals</li> <li>d. risk factors</li> <li>e. early detection methods</li> <li>f. treatment</li> <li>g. survival rates for the following cancer sites: <ul style="list-style-type: none"> <li>i. lung</li> </ul> </li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>ii. colon/rectum</li> <li>iii. breast</li> <li>iv. uterus</li> <li>v. ovary</li> <li>vi. oral</li> <li>vii. prostate</li> <li>viii. bladder</li> <li>ix. skin</li> <li>x. pancreas</li> <li>xi. blood</li> </ul> <p>198. List normal values of a minimum of two laboratory tests used in diagnosis of a neurosensory disease.</p> <p>199. Define five diagnostic techniques and list the nursing implications for each.</p> <p>200. Describe a minimum of three factors involved in nursing assessment of the neurological patient.</p> <p>201. List symptoms of increasing intracranial pressure.</p> <p>202. Describe a minimum of four areas of nursing management for the neurological patient.</p> <p>203. Define epilepsy.</p> <p>204. List four types of convulsive seizures.</p> <p>205. Describe the observation and nursing interventions for a patient having a convulsive seizure.</p> <p>206. Define and describe the treatment for:</p> <ul style="list-style-type: none"> <li>a. encephalocele</li> <li>b. spina bifida</li> <li>c. hydrocephalus</li> <li>d. microcephaly</li> <li>e. retinitis pigmentosa</li> <li>f. strabismus</li> <li>g. ectropion/entropion and ptosis</li> </ul> <p>207. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic test, treatment, nursing interventions, and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. cerebral vascular accident</li> <li>b. Parkinson's disease</li> <li>c. multiple sclerosis</li> <li>d. myasthenia gravis</li> </ul> <p>208. State the cause, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. spinal cord injury</li> <li>b. head injury</li> <li>c. headaches</li> <li>d. brain tumors</li> <li>e. otitis media</li> <li>f. otosclerosis</li> </ul> <p>209. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>a. cataract</li> <li>b. glaucoma</li> <li>210. Describe and classify seven primary skin lesions.</li> <li>211. Describe and classify six secondary skin lesions.</li> <li>212. Describe five types of wounds.</li> <li>213. Describe healing by first and second intention.</li> <li>214. List four symptoms of inflammation/infection.</li> <li>215. Describe the suture/staple removal procedure.</li> <li>216. List a minimum of three nursing observations relating to the integumentary system.</li> <li>217. State three purposes of therapeutic bath.</li> <li>218. State three precautions employed in the therapeutic bath.</li> <li>219. Describe the application of cool, wet compresses.</li> <li>220. Describe symptoms and treatment for: <ul style="list-style-type: none"> <li>a. contact dermatitis</li> <li>b. psoriasis</li> <li>c. atopic dermatitis</li> <li>d. pediculosis</li> <li>e. scabies</li> <li>f. impetigo contagiosa</li> <li>g. furuncle/carbuncles</li> <li>h. warts</li> <li>i. herpes simplex</li> <li>j. herpes zoster</li> <li>k. acne vulgaris</li> <li>l. hirsutism</li> <li>m. alopecia</li> <li>n. vitiligo</li> <li>o. dandruff</li> <li>p. moles</li> <li>q. angioma</li> <li>r. keloid</li> <li>s. lupus erythematosus</li> <li>t. melanoma</li> </ul> </li> <li>221. List the normal values of a minimum of three laboratory tests used to diagnose urinary system disease.</li> <li>222. Define a minimum of five diagnostic techniques and list nursing implications for each procedure.</li> <li>223. Explain the basic principles involved in the process of hemodialysis.</li> <li>224. List and briefly explain the basic components of the dialyzer (artificial kidney).</li> <li>225. Differentiate between the external arteriovenous shunt and arteriovenous fistula.</li> <li>226. Describe the complications of continued dialysis.</li> <li>227. Describe the peritoneal dialysis procedure.</li> <li>228. Describe the effectiveness of peritoneal dialysis as compared to hemodialysis.</li> <li>229. List the technique of peritoneal dialysis.</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>230. List a minimum of eight observations when assessing the patient undergoing peritoneal dialysis.</p> <p>231. Describe urethral catheterization and care of the patient with an indwelling catheter.</p> <p>232. Describe the Foley, three-way Foley, Malecot and de Pezzer catheters.</p> <p>233. List two purposes of a ureteral catheter.</p> <p>234. Describe a minimum of two nursing measures used to ensure patency of the ureteral catheter.</p> <p>235. Describe the purpose of a suprapubic catheter.</p> <p>236. List a minimum of three nursing measures to assist the patient with urinary retention to void.</p> <p>237. Describe a bladder training program.</p> <p>238. Describe enuresis.</p> <p>239. Describe an ileal conduit.</p> <p>240. State the cause, symptoms, treatment and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. exstrophy of the bladder</li> <li>b. hypospadias/epispadias</li> <li>c. cryptorchidism</li> <li>d. nephrosis</li> <li>e. Wilms' tumor</li> </ul> <p>241. State the cause, symptoms, treatment, and nursing interventions for:</p> <ul style="list-style-type: none"> <li>a. cystitis</li> <li>b. pyelonephritis</li> <li>c. hydro nephrosis</li> <li>d. bladder tumors</li> </ul> <p>242. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ul style="list-style-type: none"> <li>a. urinary calculi</li> <li>b. glomerulonephritis</li> <li>c. renal failure</li> </ul> <p>243. Describe the kidney transplant.</p> <p>244. List normal values of five laboratory tests used to diagnosis endocrine system disease.</p> <p>245. Define five diagnostic techniques and list the nursing implications for each procedure.</p> <p>246. State two characteristics of insulin dependent diabetes mellitus (IDDM).</p> <p>247. State two characteristics of noninsulin dependent diabetes mellitus (NIDDM).</p> <p>248. State two complications of diabetes mellitus.</p> <p>249. Describe the immediate treatment for hypoglycemia and ketoacidosis.</p> <p>250. Describe self-testing methods for blood glucose.</p> <p>251. Describe a minimum of two urine testing methods for sugar, acetone, and protein.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(235 hours)	<p>252. Describe the skin and foot care for the diabetic patient.</p> <p>253. Describe the definition, pathophysiology, etiology, cause, symptoms, diagnosis, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ol style="list-style-type: none"> <li>a. hyperparathyroidism</li> <li>b. hypoparathyroidism</li> </ol> <p>254. Describe the pre-operative and post-operative care for a thyroidectomy patient.</p> <p>255. Compare Cushings' syndrome and Addison's disease.</p> <p>256. Describe a nursing care plan for an endocrine disorder.</p> <p>257. Describe the symptoms and treatment for:</p> <ol style="list-style-type: none"> <li>a. hyperpituitarism</li> <li>b. hypopituitarism</li> <li>c. diabetes insipidus</li> </ol> <p>258. List the normal values of a minimum of five laboratory tests used to diagnose reproductive system disease.</p> <p>259. Define a minimum of five diagnostic techniques and list the nursing implications for each procedure.</p> <p>260. List and explain the purpose of four pre-operative procedures for the hysterectomy patient.</p> <p>261. Define dilation and curettage (D&amp;C).</p> <p>262. State the nursing care for D&amp;C patient.</p> <p>263. List the nine steps in the breast self-examination procedure.</p> <p>264. State the cause, symptoms, treatment, and nursing interventions for:</p> <ol style="list-style-type: none"> <li>a. endometriosis</li> <li>b. uterine myoma</li> <li>c. ovarian tumor/cyst</li> <li>d. chronic fibrocystic breast disease</li> <li>e. cystocele/rectocele</li> <li>f. recto/vaginal fistula</li> </ol> <p>265. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ol style="list-style-type: none"> <li>a. benign prostatic hypertrophy</li> <li>b. breast cancer</li> <li>c. uterine/cervical cancer</li> </ol>	
<p>D. OBSTETRICS</p> <p>Understand the body changes during gestation and the nursing care for the maternity patient and neonate.</p>	<p>1. Describe a minimum of two maternal changes in each of the following body systems:</p> <ol style="list-style-type: none"> <li>a. reproductive</li> <li>b. musculoskeletal</li> <li>c. cardiovascular</li> <li>d. integumentary</li> <li>e. respiratory</li> <li>f. gastrointestinal</li> <li>g. endocrine</li> <li>h. urinary</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>2. Identify the number of chromosomes in a human cell.</li> <li>3. Identify the parent that determines a child's sex.</li> <li>4. Describe where fertilization occurs.</li> <li>5. Define the zygote and morula.</li> <li>6. Identify when and where implantation occurs.</li> <li>7. List a minimum of three functions of the placenta.</li> <li>8. Describe the composition of the umbilical cord.</li> <li>9. List a minimum of two functions of the amniotic fluid.</li> <li>10. Describe fetal circulation before birth.</li> <li>11. Describe the changes that occur in the fetal circulation after birth.</li> <li>12. Describe the effects of the Rh factor when present in pregnancy.</li> <li>13. Describe the use of RhoGAM.</li> <li>14. Describe erythroblastosis fetalis.</li> <li>15. Describe ABO incompatibility.</li> <li>16. Describe a minimum of six events occurring during the ten lunar months of gestation.</li> <li>17. Describe a minimum of three teratogenic factors that can cause fetal damage.</li> <li>18. Differentiate between identical twins and fraternal twins.</li> <li>19. Define a minimum of four diagnostic tests that assess the fetus.</li> <li>20. Describe a minimum of five presumptive and probable signs of pregnancy.</li> <li>21. State three positive signs of pregnancy.</li> <li>22. Describe the use of Naegele's rule in determining the expected date of confinement.</li> <li>23. Identify the length of pregnancy in: <ol style="list-style-type: none"> <li>a. days</li> <li>b. weeks</li> <li>c. lunar months</li> <li>d. calendar months</li> </ol> </li> <li>24. Describe the patient teaching during pregnancy for each of the following areas: <ol style="list-style-type: none"> <li>a. elimination</li> <li>b. rest</li> <li>c. exercise</li> <li>d. posture</li> <li>e. sexual relations</li> <li>f. clothing</li> <li>g. travel</li> <li>h. employment</li> <li>i. care of skin</li> <li>j. care of teeth</li> <li>k. care of breasts</li> </ol> </li> <li>25. Describe a minimum of ten minor discomforts of pregnancy.</li> <li>26. Describe the cause and treatment of each minor discomfort.</li> <li>27. Describe pregnancy with regard to: <ol style="list-style-type: none"> <li>a. prenatal classes</li> <li>b. parenting</li> </ol> </li> </ol>	<p>Problem Solving and Critical Thinking: 5.4</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B5.1, B5.2, B5.4, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>c. natural childbirth</li> <li>d. home delivery</li> <li>e. preparing for the baby</li> <li>f. selecting a practitioner</li> </ul> <ol style="list-style-type: none"> <li>28. Describe pregnancy and the chemically dependent mother.</li> <li>29. Describe a minimum of two presentations and positions; describe engagement and station.</li> <li>30. Differentiate between true and false labor comparing contraction, progress, effacement, dilation and show.</li> <li>31. Describe three signs of approaching labor.</li> <li>32. Define the beginning and ending of the four stages of labor.</li> <li>33. Describe the maternal physiological and psychological responses and the nursing interventions for each state of labor.</li> <li>34. Describe the admission procedure to the labor room.</li> <li>35. Describe the internal and external monitors used to evaluate fetal heart tones.</li> <li>36. Identify the normal and abnormal ranges for fetal heart tones.</li> <li>37. Describe contractions, frequency, interval, duration, intensity, and relaxation.</li> <li>38. Describe timing obstetrical contractions.</li> <li>39. Differentiate between mild, moderate, and strong contractions.</li> <li>40. Describe the procedure and equipment needed for: <ul style="list-style-type: none"> <li>a. vaginal examination</li> <li>b. rectal examination</li> <li>c. nitrazine test</li> </ul> </li> <li>41. List a minimum of six danger signs of a patient in labor.</li> <li>42. Describe the nurse's role in the delivery room.</li> <li>43. Describe the spontaneous delivery.</li> <li>44. Identify the three categories of perineal laceration.</li> <li>45. Describe two types of episiotomies.</li> <li>46. Describe the Schultze and Duncan types of presentation of the placenta.</li> <li>47. Describe the dangers associated with retained placental fragments.</li> <li>48. Describe two types of instrument deliveries.</li> <li>49. Describe the three alternative delivery methods available for the pregnant woman.</li> <li>50. Describe a nursing care plan for the woman experiencing normal delivery.</li> <li>51. Describe the immediate postpartum care given in the delivery room.</li> <li>52. Describe baby to breast, checking the fundus, vital signs, lochia, episiotomy/operative site, bladder/voiding while in the recovery room.</li> <li>53. Describe the following daily postpartum assessment procedures: <ul style="list-style-type: none"> <li>a. breast (non-nursing/nursing)</li> <li>b. uterus/fundus</li> <li>c. bladder</li> <li>d. lochia</li> </ul> </li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>e. perineum/episiotomy</li> <li>f. rectum</li> <li>g. Homan's sign</li> <li>h. emotional status</li> </ul> <p>54. Describe the maternal physiological changes occurring in the postpartum period.</p> <p>55. Identify four common discomforts of the postpartum patient and give the nursing intervention for each.</p> <p>56. Describe breast care for the nursing and non-nursing mother.</p> <p>57. Describe the postpartum examination and discharge instructions.</p> <p>58. Describe the six-week checkup.</p> <p>59. Define the following abortion classifications:</p> <ul style="list-style-type: none"> <li>a. threatened</li> <li>b. inevitable</li> <li>c. spontaneous</li> <li>d. complete</li> <li>e. missed</li> <li>f. habitual</li> <li>g. criminal</li> <li>h. therapeutic</li> <li>i. incomplete</li> </ul> <p>60. Describe the definition, symptoms, and treatment of:</p> <ul style="list-style-type: none"> <li>a. ectopic pregnancy</li> <li>b. hyperemesis gravidarum</li> <li>c. toxemia</li> <li>d. postpartum hypertension</li> <li>e. placenta previa</li> <li>f. abruptio placenta</li> <li>g. incomplete cervix</li> </ul> <p>61. Describe the effect on pregnancy of:</p> <ul style="list-style-type: none"> <li>a. Rh blood factor</li> <li>b. diabetes mellitus</li> <li>c. cardiac disorders</li> <li>d. venereal disease</li> <li>e. chemical dependency</li> <li>f. rubella</li> <li>g. seizures</li> </ul> <p>62. Describe the definition, diagnosis, treatment, and nursing intervention for hydatidiform mole.</p> <p>63. Describe the following complications of labor:</p> <ul style="list-style-type: none"> <li>a. premature labor</li> <li>b. dystocia</li> <li>c. hypertonic dysfunction</li> <li>d. hypotonic dysfunction</li> <li>e. precipitate labor and delivery</li> </ul> <p>64. Describe the following complications of delivery:</p> <ul style="list-style-type: none"> <li>a. abnormal fetal positions</li> <li>b. presentations</li> <li>c. cephalopelvic disproportion</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>d. prolapsed cord</li> <li>e. cord around fetal neck</li> <li>f. intrauterine hemorrhage</li> <li>g. uterine rupture</li> </ul> <p>65. Identify six guidelines for an emergency delivery.</p> <p>66. Describe the nursing interventions in preoperative and postoperative care of the Cesarean section patient.</p> <p>67. Describe the care of the neonate delivered by Cesarean section.</p> <p>68. Describe the following complications of puerperium:</p> <ul style="list-style-type: none"> <li>a. hematoma</li> <li>b. postpartum hemorrhage</li> <li>c. thrombophlebitis</li> <li>d. puerperal infection</li> <li>e. cystitis</li> <li>f. mastitis</li> <li>g. abscess</li> </ul> <p>69. Interpret the Apgar scoring of a newborn.</p> <p>70. Identify the five areas of observation in the Apgar.</p> <p>71. Describe the immediate care and nursing interventions for the newborn in the delivery room regarding:</p> <ul style="list-style-type: none"> <li>a. Apgar score</li> <li>b. resuscitation</li> <li>c. baptism</li> <li>d. warmth</li> <li>e. identification</li> </ul> <p>72. Describe the nursing interventions for the newborn admitted to the nursery regarding:</p> <ul style="list-style-type: none"> <li>a. eye care</li> <li>b. Vitamin K</li> <li>c. weight/height</li> <li>d. vital signs</li> <li>e. cord care</li> <li>f. admission bath</li> <li>g. clothing</li> </ul> <p>73. Describe the nursing interventions for the daily care of the newborn regarding:</p> <ul style="list-style-type: none"> <li>a. vital signs</li> <li>b. weight</li> <li>c. eyes, nose, ears</li> <li>d. skin care</li> <li>e. feeding</li> <li>f. elimination</li> <li>g. sleep</li> <li>h. cry response</li> </ul> <p>74. Describe the infant procedures of breast care/feeding, bottle feeding, and bathing the baby.</p> <p>75. Define and discuss the etiology and nursing interventions for the following respiratory disorders of the neonate:</p> <ul style="list-style-type: none"> <li>a. cyanosis</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>b. atelectasis</li> <li>c. amniotic aspiration</li> <li>d. bronchopneumonia</li> <li>e. respiratory distress syndrome</li> <li>f. choanal atresia</li> <li>g. meconium aspiration syndrome</li> </ul> <p>76. Describe the treatment and nursing interventions of the following gastrointestinal disorders of the neonate:</p> <ul style="list-style-type: none"> <li>a. vomiting</li> <li>b. diarrhea</li> <li>c. dehydration</li> <li>d. phenylketonuria (PKU)</li> <li>e. esophageal atresia</li> <li>f. tracheoesophageal fistula</li> <li>g. imperforate anus</li> </ul> <p>77. Describe the treatment and nursing interventions for the following circulatory disorders of the neonate:</p> <ul style="list-style-type: none"> <li>a. physiological jaundice</li> <li>b. erythroblastosis fetalis (kernicterus)</li> </ul> <p>78. Describe the following hormonal disorders of the neonate:</p> <ul style="list-style-type: none"> <li>a. engorgement of breast</li> <li>b. enlarged labia minora</li> <li>c. pseudomenstruation</li> <li>d. edematous testes</li> </ul> <p>79. Describe the etiology and treatment of the following infectious disorders:</p> <ul style="list-style-type: none"> <li>a. thrush</li> <li>b. necrotizing enterocolitis</li> <li>c. infectious diarrhea</li> <li>d. impetigo contagiosa</li> <li>e. staphylococcal infections</li> </ul> <p>80. Describe the etiology and treatment of the following birth injuries:</p> <ul style="list-style-type: none"> <li>a. fracture</li> <li>b. brachial plexus palsy</li> <li>c. facial paralysis</li> <li>d. forceps damage</li> <li>e. molding</li> <li>f. caput succedaneum</li> <li>g. cephalhematoma</li> <li>h. intracranial hemorrhage</li> </ul> <p>81. Define and describe a premature neonate.</p> <p>82. List seven reasons for premature delivery.</p> <p>83. Describe a minimum of two advantages of an incubator/isolette for the premature neonate.</p> <p>84. Describe two feeding methods for the premature neonate.</p> <p>85. Describe nursing interventions in protecting the premature neonate from disease and injury.</p> <p>86. Describe nursing observations of the neonate.</p>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(32 hours)	87. Define and describe a postmature neonate. 88. Describe the medical interventions of a postmature neonate. 89. List a minimum of five causes of a dysmature neonate. 90. Define and describe dysmature neonate. 91. Describe the treatment of a dysmature neonate. 92. Describe the characteristics of the addicted neonate. 93. Describe the emotional state of the parents.	
E. PEDIATRICS  Understand the nursing skills required for the child experiencing impaired body structure or function.	1. Describe two diagnostic techniques and list the nursing guidelines for each. 2. Describe the safety guidelines for the pediatric patient. 3. Describe the pediatric admission procedure including the following: a. crib preparation b. nursing observations c. measuring vital signs d. techniques and precautions for pediatric measurements e. charting 4. Describe the techniques used in the following elimination procedures: a. male/female pediatric urine collection b. collectors c. catheterization d. enemas e. suppositories 5. Describe the safety measures used in the infant/toddler/child bath. 6. Describe oral hygiene for the pediatric patient. 7. List a minimum of three nursing measures in the discharge procedure. 8. List two dangers of diarrhea in young children. 9. List a minimum of four nursing measures to prevent the spread of disease. 10. Describe the method of cleaning the perineal area before rediapering a child. 11. Describe six signs of respiratory distress in babies. 12. Define the following types of retraction: a. substernal b. subcostal c. intercostal d. suprasternal (tracheal tug) 13. Describe a minimum of two advantages of the croupette/mist tent. 14. State the rate of breath/puffs per minute for resuscitating a child. 15. Describe a minimum of three reasons for play therapy. 16. Describe a minimum of three factors to be considered when selecting toys.	<b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B5.1, B5.2, B5.4, B12.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>17. Describe a minimum of three nursing measures instituted when a safety device is in use.</li> <li>18. Describe the purpose of the following:               <ol style="list-style-type: none"> <li>a. mummy restraint</li> <li>b. crib net</li> <li>c. bubble top</li> <li>d. control jacket</li> <li>e. glove hitch knot</li> <li>f. wrist safety device</li> <li>g. papoose board</li> <li>h. glove</li> <li>i. elbow immobilizer</li> </ol> </li> <li>19. Compare the adult and child in the following areas:               <ol style="list-style-type: none"> <li>a. verbalization</li> <li>b. healing ability</li> <li>c. excretion</li> <li>d. physical resources</li> </ol> </li> <li>20. Describe pre-operative procedures:               <ol style="list-style-type: none"> <li>a. operative permit</li> <li>b. patient/parent teaching</li> <li>c. admission questionnaire</li> <li>d. check for an upper respiratory infection (URI)</li> </ol> </li> <li>21. Compare the adult and the child pre-operative care and post-operative care.</li> <li>22. Describe the classifications of intellectual impairment.</li> <li>23. List two desirable environmental factors when teaching behavior modification.</li> <li>24. List a minimum of three feeding methods.</li> <li>25. List a minimum of four interventions to prevent intellectual impairment.</li> <li>26. Describe a minimum of three conditions of the mother that could result in a defective fetus/infant.</li> <li>27. Describe genetic counseling.</li> <li>28. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:               <ol style="list-style-type: none"> <li>a. cleft lip/palate</li> <li>b. Down syndrome</li> <li>c. phenylketonuria (PKU)</li> <li>d. Tay-Sachs disease</li> <li>e. Duchenne-Landouzy dystrophy</li> <li>f. Tourette's syndrome</li> </ol> </li> <li>29. List childhood diseases for which immunization is available.</li> <li>30. Describe the characteristic, transmission, and nursing interventions for scarlet fever and chickenpox.</li> <li>31. Describe the symptoms and treatment of Reye's syndrome.</li> <li>32. Describe the cause and symptoms of roseola infantum.</li> <li>33. Describe first, second, third and fourth degree burns.</li> <li>34. Describe immediate burn treatment.</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(32 hours)	<p>35. Describe the following treatments for burns:</p> <ol style="list-style-type: none"> <li>modified exposure</li> <li>silver nitrate</li> <li>closed method</li> <li>open method</li> <li>skin grafting</li> <li>whirlpool baths</li> </ol> <p>36. Describe the following nursing interventions for burns:</p> <ol style="list-style-type: none"> <li>control of itching</li> <li>control of dehydration</li> <li>diet/hyperalimentation</li> <li>airway patency</li> <li>observing vital signs</li> <li>symptoms of shock</li> </ol> <p>37. Describe rehabilitation of the burn patient.</p> <p>38. Describe the treatment and prevention of foreign bodies that are:</p> <ol style="list-style-type: none"> <li>aspirated</li> <li>swallowed</li> <li>in nose/ears/rectum/vagina</li> </ol> <p>39. Describe the treatment for:</p> <ol style="list-style-type: none"> <li>lacerations</li> <li>puncture wounds</li> <li>abrasions</li> <li>crushing injuries</li> <li>animal bites/scratches</li> </ol> <p>40. Describe preventive measures for suffocation and drowning.</p> <p>41. Describe the diagnosis, definition, pathophysiology, etiology, symptoms, diagnostic tests, treatment, nursing interventions, and patient teaching for:</p> <ol style="list-style-type: none"> <li>poisoning</li> <li>infectious mononucleosis</li> <li>otitis media</li> <li>juvenile diabetes</li> <li>cerebral palsy</li> <li>epilepsy</li> <li>muscular dystrophy</li> <li>worms</li> <li>diarrhea</li> <li>croup</li> </ol>	
<p>F. PHARMACOLOGY</p> <p>Understand the action, dosage, and side effects of prescribed drugs and the principles of medication administration.</p>	<ol style="list-style-type: none"> <li>Identify problem areas through a mathematic pre-test.</li> <li>Convert a minimum of five Roman numerals into Arabic numbers.</li> <li>Convert a minimum of five Arabic numbers into Roman numerals.</li> <li>Change fractions into decimals.</li> <li>Change decimals into fractions.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>6. Add, subtract, multiply, and divide decimals and fractions.</li> <li>7. Change percent into decimals and fractions.</li> <li>8. Multiply decimals and fractions by percent.</li> <li>9. Calculate ratio and proportion problems.</li> <li>10. Identify true proportions.</li> <li>11. Differentiate between the metric, apothecary, and household systems of measurement.</li> <li>12. Convert from metric system to apothecary system and from apothecary system to metric system.</li> <li>13. Interpret conversion tables.</li> <li>14. Convert pounds to kilograms and kilograms to pounds.</li> <li>15. Convert centigrade to Fahrenheit and Fahrenheit to centigrade.</li> <li>16. Calculate dosages using formula: D/H x amount.</li> <li>17. Differentiate between units and milliequivalents.</li> <li>18. Convert conventional time to military time.</li> <li>19. Identify two sources that list federal drug standards.</li> <li>20. Name two legislative acts controlling drug distribution and use.</li> <li>21. List a minimum of three reference items used for drug information.</li> <li>22. List four sources of drugs and give an example of each.</li> <li>23. Describe the chemical, generic, official, and trademark names of drugs.</li> <li>24. Describe the meaning of absorption, distribution, metabolism, and excretion (ADME) as applied to a drug.</li> <li>25. List a minimum of five variable factors that influence drug dosage.</li> <li>26. Define the five terms relating to drug interaction.</li> <li>27. List a minimum of four types of medication orders and define each.</li> <li>28. Identify the seven parts of medication order.</li> <li>29. Describe transcribing a medication order.</li> <li>30. Identify three events which would terminate a drug order.</li> <li>31. List the "Six Rights" of drug administration.</li> <li>32. Identify two examples of a medication error.</li> <li>33. Name a minimum of two drug distribution systems.</li> <li>34. List a minimum of twenty basic guidelines that should be observed when preparing and administering drugs.</li> <li>35. Describe documentation of medications.</li> <li>36. Identify two anti-infective drugs in the following classification of antibiotics:               <ol style="list-style-type: none"> <li>a. aminoglycosides</li> <li>b. cephalosporins</li> <li>c. erythromycins</li> <li>d. penicillins</li> <li>e. tetracyclines</li> <li>f. sulfonamides</li> </ol> <p>Include the following information for each drug:</p> <ol style="list-style-type: none"> <li>g. generic name</li> <li>h. usual dosage, route and frequency</li> </ol> </li> </ol>	<p><b>CTE Anchor:</b></p> <p>Communications: 2.5</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.1, B5.1, B5.2, B5.4, B12.1, B12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>i. expected side effects</li> <li>j. contraindications</li> <li>k. nursing interventions</li> </ul> <ol style="list-style-type: none"> <li>37. Describe a minimum of four adverse reactions to anti-infective drugs.</li> <li>38. Describe the altered drug actions occurring in the elderly due to physiological changes.</li> <li>39. List six questions that should be asked in assessing medications for the elderly.</li> <li>40. List two drugs causing adverse reactions in the elderly.</li> <li>41. List four drugs to be used in reduced dosages for the elderly.</li> <li>42. List three drugs that may cause confusion in the elderly.</li> <li>43. List two drugs that may cause malnutrition in the elderly.</li> <li>44. List three drugs that may cause orthostatic hypertension in the elderly.</li> <li>45. List two drugs that may cause constipation or retention of urine in the elderly.</li> <li>46. List two drugs that may cause urinary incontinence in the elderly.</li> <li>47. Describe four techniques for giving medications to the elderly.</li> <li>48. Describe two situations where the elderly patient may present confusion in taking their own medications.</li> <li>49. Identify five oral dosage forms.</li> <li>50. List the equipment used to administer oral medication in the liquid form for an adult and for a child.</li> <li>51. Describe the procedure for administering medications via mouth.</li> <li>52. List a minimum of two methods for checking nasogastric tube placement.</li> <li>53. Describe the documentation procedure for administering oral medication.</li> <li>54. State a minimum of ten steps in administering a suppository.</li> <li>55. List the five parts of documentation needed for charting suppository administration.</li> <li>56. Identify syringe types and list the parts that may be handled and those which must be kept sterile.</li> <li>57. Describe the calibrations found on the insulin, tuberculin, and plastic syringes.</li> <li>58. Identify two types of syringe packaging.</li> <li>59. State syringe size and needle length/gauge used to administer subcutaneous, intramuscular, and intradermal medications.</li> <li>60. Describe three types of injectable medication container forms.</li> <li>61. Describe techniques used to minimize discomfort during injection.</li> <li>62. Describe recommended procedures for preparing and administering intramuscular, subcutaneous, and intradermal injections.</li> <li>63. Describe the procedure for withdrawing medication from an ampule and a vial.</li> <li>64. List and locate on lab model four sites used for intramuscular injections.</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>65. Describe the aspiration technique used when administering intramuscular and subcutaneous medication; explain what procedure to follow if blood is aspirated.</p> <p>66. Describe the Z-track technique.</p> <p>67. State a minimum of three areas used for intradermal injections.</p> <p>68. List three common sites used for intradermal injections.</p> <p>69. Describe documentation procedure.</p> <p>70. Describe student responsibility in caring for a patient with an intravenous (I.V.).</p> <p>71. Describe the following percutaneous medications:</p> <ul style="list-style-type: none"> <li>a. dermal</li> <li>b. oral mucous membrane</li> <li>c. ophthalmic</li> <li>d. otic</li> <li>e. nasal</li> <li>f. vaginal</li> </ul> <p>Include the following for each medication:</p> <ul style="list-style-type: none"> <li>g. dosage forms</li> <li>h. equipment for administration</li> <li>i. patient teaching</li> <li>j. documentation</li> </ul> <p>72. Identify two central nervous system drugs in the following classification:</p> <ul style="list-style-type: none"> <li>a. sedatives/hypnotic</li> <li>b. barbiturates</li> <li>c. analgesics</li> <li>d. anti-anxiety drugs</li> <li>e. anti-depressants</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>f. generic name</li> <li>g. usual dosage, route, frequency</li> <li>h. expected side effects</li> <li>i. contraindications</li> <li>j. nursing interventions</li> </ul> <p>73. Identify two musculoskeletal system drugs in the following classifications:</p> <ul style="list-style-type: none"> <li>a. muscle relaxant</li> <li>b. anti-inflammatory agents</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>c. generic name</li> <li>d. usual dosage, route, and frequency</li> <li>e. expected side effects</li> <li>f. contraindications</li> <li>g. nursing interventions</li> <li>h. patient teaching upon discharge</li> </ul> <p>74. Describe one drug prescribed for rickets, arthritis, and gout and for the prevention of osteoporosis.</p> <p>75. Identify one cardiovascular system drug in each of the following classifications:</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>a. cardiac glycosides</li> <li>b. antiarrhythmics</li> <li>c. antianginals</li> <li>d. antihypertensives/hypotensives</li> <li>e. diuretics</li> <li>f. potassium supplements</li> <li>g. anticoagulants/antagonists</li> <li>h. antilipemics</li> <li>i. hematinics/vitamins</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>j. generic name</li> <li>k. usual dosage, route, and frequency</li> <li>l. use and action</li> <li>m. expected side effects</li> <li>n. toxic effects/antidote</li> <li>o. contraindications</li> <li>p. nursing interventions</li> </ul> <p>76. State the formula for calculating intravenous (I.V.) rates.</p> <p>77. Identify a minimum of six factors influencing flow rates.</p> <p>78. Describe a minimum of two I.V. pumps or controllers.</p> <p>79. Describe commonly used intravenous solutions.</p> <p>80. Define extravasation, infiltration, thrombophlebitis, and embolism.</p> <p>81. Describe a minimum of two complications of circulatory overload.</p> <p>82. Identify a minimum of two ways that an I.V. may become contaminated and infection occurs.</p> <p>83. List a minimum of three blood transfusion complications.</p> <p>84. Identify a minimum of six nursing management considerations for I.V. therapy.</p> <p>85. Describe the responsibilities of the V.N. in the care of the long-term infusion, heparin lock, and piggy-back solution.</p> <p>86. Describe the procedure for discontinuing an I.V.</p> <p>87. Demonstrate the procedure for discontinuing an I.V.</p> <p>88. Identify a minimum of two respiratory system drugs in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. expectorants</li> <li>b. antitussives</li> <li>c. mucolytic agents</li> <li>d. bronchodilators</li> <li>e. decongestants</li> <li>f. antihistamines</li> <li>g. antituberculins</li> <li>h. respiratory stimulants</li> <li>i. respiratory depressants</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>a. generic name</li> <li>b. usual dosage, route, and frequency</li> <li>c. use and action</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>d. expected side effects  e. toxic effects/antidote  f. contraindications  g. nursing interventions</p> <p>89. Identify a minimum of two obstetrical drugs in each of the following classifications:  a. multiple vitamins and iron supplements  b. oxytocics  c. antihypertensives  d. lactation suppressants  Include the following information for each drug:  e. generic name  f. usual dosage, route, and frequency  g. use and action  h. expected side effects  i. toxic effects/antidote  j. contraindications  k. nursing interventions</p> <p>90. Identify one drug in each of the following classifications:  a. vasodilator  b. anticonvulsant  c. immune serum  Include the following information for each drug:  d. generic name  e. usual dosage, route, and frequency  f. use and action  g. expected side effects  h. toxic effects/antidote  i. contraindications  j. nursing interventions</p> <p>91. Describe drugs that adversely affect the fetus.</p> <p>92. List the advantages, disadvantages, and nursing observations of a minimum of two types of the following anesthetics:  a. general inhalation  b. regional nerve block  c. peripheral nerve block</p> <p>93. Describe the method used to calculate drug dosage for infants and children.</p> <p>94. State Clark's rule.</p> <p>95. State Fried's rule.</p> <p>96. State the recommended age for starting the immunization schedule for each vaccine.</p> <p>97. List a minimum of ten techniques for pediatric drug administration.</p> <p>98. Identify a minimum of two gastrointestinal system drugs in each of the following classifications:  a. mouthwashes, gargles and dentifrices  b. antacids, absorbents, antiflatulents  c. emetics</p>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>d. digestants</li> <li>e. antidiarrheal agents</li> <li>f. cathartics</li> <li>g. antispasmodic agents</li> <li>h. histamine receptor antagonists</li> <li>i. coating agents</li> </ul> <p>Include the information for each drug:</p> <ul style="list-style-type: none"> <li>j. generic name</li> <li>k. usual dosage, route, and frequency</li> <li>l. use and action</li> <li>m. expected side effects</li> <li>n. contraindications</li> <li>o. nursing interventions</li> </ul> <p>99. Identify a minimum of one cathartic according to method of action and degree of action.</p> <p>100. Define and identify a minimum of two drugs in the following classifications:</p> <ul style="list-style-type: none"> <li>a. alkylating agents</li> <li>b. antimetabolites</li> <li>c. plant alkaloids</li> <li>d. hormones</li> </ul> <p>Include the information for each drug:</p> <ul style="list-style-type: none"> <li>e. generic name</li> <li>f. usual dosage, route, and frequency</li> <li>g. expected side effects</li> <li>h. contraindications</li> <li>i. nursing interventions</li> </ul> <p>101. Identify one neurosensory system drug in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. anticonvulsants</li> <li>b. specifics for Parkinson's disease</li> <li>c. ophthalmic agents</li> <li>d. otic agents</li> </ul> <p>Include information on:</p> <ul style="list-style-type: none"> <li>e. generic name</li> <li>f. usual dosage, route, and frequency</li> <li>g. expected side effects</li> <li>h. contraindications</li> <li>i. nursing interventions</li> </ul> <p>102. Identify two psychotherapeutic drugs in the following classifications:</p> <ul style="list-style-type: none"> <li>a. tranquilizers</li> <li>b. antidepressants</li> <li>c. antipsychotic agents</li> <li>d. antimanic agents</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>e. generic name</li> <li>f. usual dosage, route, and frequency</li> <li>g. expected side effects</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>h. contraindications i. nursing interventions</p> <p>103. Define tardive dyskinesia and its relationship to antipsychotic agents.</p> <p>104. Identify one drug in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. emollients</li> <li>b. demulcents</li> <li>c. protectants</li> <li>d. antihistamines</li> <li>e. antiinfectives</li> <li>f. astringents</li> <li>g. topical corticosteroids</li> <li>h. debriding agents</li> <li>i. antifungal agents</li> <li>j. scabies</li> <li>k. keratolytics</li> <li>l. caustics</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>m. generic name</li> <li>n. usual dosage, route, and frequency</li> <li>o. use and action</li> <li>p. expected side effects</li> <li>q. toxic effects/antidote</li> <li>r. contraindications</li> <li>s. nursing interventions</li> </ul> <p>105. Identify one urinary system drug in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. urinary tract antiseptics</li> <li>b. urinary analgesics</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>c. generic name</li> <li>d. usual dosage, route, and frequency</li> <li>e. use and action</li> <li>f. expected side effects</li> <li>g. toxic effects/antidote</li> <li>h. contraindications</li> <li>i. nursing interventions</li> </ul> <p>106. Identify one endocrine system drug in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. pituitary</li> <li>b. thyroid</li> <li>c. antithyroid</li> <li>d. parathyroid</li> <li>e. glucocorticoids</li> <li>f. mineralocorticoids</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>g. generic name</li> <li>h. usual dosage, route, and frequency</li> <li>i. use and action</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(54 hours)	<ul style="list-style-type: none"> <li>j. expected side effects</li> <li>k. toxic effects/antidote</li> <li>l. contraindications</li> <li>m. nursing interventions</li> </ul> <p>107. List a minimum of six safety factors in the preparation, dosage, and administration of insulin.</p> <p>108. State two sources for obtaining insulin.</p> <p>109. List two short-acting, two intermediate-acting and two long-acting forms of insulin.</p> <p>110. List a minimum of six factors affecting dosage of insulin.</p> <p>111. Describe the insulin site rotation method of administering insulin.</p> <p>112. Describe an insulin syringe.</p> <p>113. State what is meant by U100 insulin.</p> <p>114. Describe combining 5U of regular insulin with 20U of NPH in a syringe to include the following:</p> <ul style="list-style-type: none"> <li>a. method for injecting air into vials</li> <li>b. rationale for selecting which insulin to be drawn first</li> </ul> <p>115. Describe the Somogyi phenomenon.</p> <p>116. Identify one reproductive system drug in each of the following classifications:</p> <ul style="list-style-type: none"> <li>a. oral contraceptives (combination pill, triphasic pill, mini-pill)</li> <li>b. spermicides</li> <li>c. estrogens</li> <li>d. progestogens</li> <li>e. gonadotropins</li> <li>f. androgens</li> <li>g. anabolic steroids</li> </ul> <p>Include the following information for each drug:</p> <ul style="list-style-type: none"> <li>h. generic name</li> <li>i. usual dosage, route, and frequency</li> <li>j. use and action</li> <li>k. expected side effects</li> <li>l. toxic effects/antidote</li> <li>m. contraindications</li> <li>n. nursing interventions</li> </ul> <p>117. Identify one antiinfective used for each of the sexuality transmitted diseases.</p>	
<p>G. GROWTH AND DEVELOPMENT</p> <p>Understand the development and behavioral patterns of the individual and family.</p>	<ul style="list-style-type: none"> <li>1. List and define four characteristics of growth and development.</li> <li>2. Define heredity, environment, and developmental tasks.</li> <li>3. Describe Piaget's four stages of cognitive development.</li> <li>4. Describe Freud's five stages of cognitive development.</li> <li>5. Describe Erikson's eight stages of development.</li> <li>6. Describe the characteristic features and behaviors of the neonate.</li> <li>7. Describe a minimum of two reflexes normally present at birth.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>8. Describe the visual and auditory abilities of the neonates.</li> <li>9. Describe a color and a sound that will stimulate play in the neonate.</li> <li>10. List a minimum of two parental guides for a neonate.</li> <li>11. Describe the pattern of weight gain in the first year of life.</li> <li>12. Describe the expected growth in height at one year.</li> <li>13. Identify times of eruption of temporary teeth.</li> <li>14. Identify sensory abilities during infancy.</li> <li>15. Identify milestones in an infant's gross motor development.</li> <li>16. Describe sequential development of fine motor skills during infancy.</li> <li>17. Describe the process of vocalization during the first year.</li> <li>18. Describe the cognitive and emotional development during the first year.</li> <li>19. Identify immunizations needed during the first year.</li> <li>20. Identify safety hazards of infants.</li> <li>21. Describe three types of play stimulation for the infant at age four months.</li> <li>22. Describe a minimum of two parental guides for the infant of twenty-six weeks.</li> <li>23. Identify physical changes during the toddler years.</li> <li>24. Identify behavioral changes during the toddler years.</li> <li>25. Identify safety hazards for the toddler.</li> <li>26. Describe the importance of early dental hygiene.</li> <li>27. Describe two types of play stimulation for the eighteen-month-old toddler.</li> <li>28. Describe a minimum of two parenting guides for a two-year-old preschooler.</li> <li>29. Identify physical characteristics of the three-four-year-old preschooler.</li> <li>30. Describe behavioral changes of the three-four-year-old preschooler.</li> <li>31. Identify safety hazards for the three-four-year-old preschooler.</li> <li>32. Describe two types of play stimulation for the three-four-year-old child.</li> <li>33. Describe a minimum of two parenting guides for a three-four-year-old child.</li> <li>34. Describe the physical characteristics of the four-five-year-old preschooler.</li> <li>35. Describe the behavioral changes of the four-five-year-old preschooler.</li> <li>36. Describe two motor skills of a four-five-year preschooler.</li> <li>37. Describe a minimum of two cognitive skills for a preschooler four-five years old.</li> <li>38. Describe the cognitive development of four-five-year-old preschooler.</li> <li>39. Identify safety hazards for the four-five-year-old preschooler.</li> <li>40. Describe the dental health of a four-five-year-old preschooler.</li> </ol>	<p>Problem Solving and Critical Thinking: 5.4</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B5.1, B5.2, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>41. Describe a minimum of two parenting guides for the four-five-year-old preschooler.</li> <li>42. Describe the physical development during middle childhood.</li> <li>43. Describe behavioral patterns during middle childhood.</li> <li>44. Describe health needs of middle childhood.</li> <li>45. Describe a minimum of two parental guides for the five-nine-year-old child.</li> <li>46. Describe the physical characteristics of the nine-twelve-year-old child.</li> <li>47. Describe the behavior pattern of the eleven-year-old.</li> <li>48. Describe health needs for the nine-twelve-year-old.</li> <li>49. Describe two parental guides for the nine-twelve-year-old.</li> <li>50. Describe a minimum of three injuries indicative of abuse.</li> <li>51. Describe a minimum of three indicators of physical neglect.</li> <li>52. List a minimum of three physical symptoms of sexual abuse.</li> <li>53. Describe child molestation.</li> <li>54. List a minimum of three indicators of emotional deprivation.</li> <li>55. Describe the reporting law for suspected child abuse.</li> <li>56. Describe penal laws relating to child abuse.</li> <li>57. Describe the physical characteristics of early adolescence.</li> <li>58. Describe the behavioral patterns of early adolescence.</li> <li>59. Describe the need for preventive education for the adolescent regarding:               <ol style="list-style-type: none"> <li>a. health problems</li> <li>b. accidents</li> <li>c. obesity</li> <li>d. acne</li> <li>e. pregnancy</li> <li>f. venereal disease</li> <li>g. drug abuse</li> </ol> </li> <li>60. Describe parental guides for early adolescence.</li> <li>61. Describe the physical characteristics of late adolescence.</li> <li>62. Describe the behavioral pattern of late adolescence.</li> <li>63. Describe health problems of late adolescence.</li> <li>64. Identify the developmental tasks of the young adult.</li> <li>65. Describe the psychosocial development of the young adult.</li> <li>66. Describe the developmental tasks of middle adulthood according to Erikson and Levinson.</li> <li>67. Describe marital adjustments in middle adulthood.</li> <li>68. Describe the impact of grown children, aging parents, and grandchildren on the middle adult.</li> <li>69. Describe the tasks of economic adjustment in mid-life.</li> <li>70. Describe physical changes during mid-life.</li> <li>71. Describe changes in sensory organ function in mid-life.</li> <li>72. Define the climacteric in the male and in the female.</li> <li>73. Describe the social roles during mid-life.</li> <li>74. Describe dependent adult abuse.</li> <li>75. List a minimum of three ways a nurse can assist family care givers for a dependent adult.</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	76. Describe penal laws concerning abuse. 77. Describe the developmental tasks of the family. 78. Describe the developmental stages of the family. 79. Describe traditional and non-traditional family structure. 80. List the elderly who are at the highest risk for abuse. 81. List a minimum of six forms of elder abuse. 82. List a minimum of three characteristics shared by the abuser/victim. 83. Describe penal laws relating to elder abuse. 84. Describe the effective documentation and reporting of elder abuse.	
H. PSYCHOLOGY  Recognize the nursing interventions used to give emotional support to various clients.	1. Describe one effect of emotions upon mental health. 2. Using Maslow's hierarchy of needs, identify physical, emotional, spiritual, and intellectual needs. 3. List the eight stages of psychosocial development according to Erikson. 4. Describe interpersonal skills and the effect on relationships. 5. Describe verbal and nonverbal communication and state one example of each. 6. Identify and discuss five predisposing factors that influence communication. 7. List and describe five patient behaviors that are barriers to communication. 8. Describe communication between the nurse, members of the health team, visitors, and family. 9. Describe telephone etiquette. 10. Identify a nursing technique to alleviate unwanted patient behavior that is a barrier to communication. 11. Identify and discuss three nursing techniques that promote communication. 12. Describe and discuss a minimum of two examples of communication techniques used with patients in special situations. 13. Describe the importance of patient's religious beliefs when in the hospital. 14. Describe nursing responsibilities in the spiritual care of patients. 15. List six emotional responses to illness and death. 16. List a minimum of three ways a nurse can offer emotional support to a patient. 17. Describe how a patient's cultural belief can affect nursing care. 18. Identify a minimum of four psychological problems of the geriatric patient. 19. List the common characteristics of the following senile dementias: <ol style="list-style-type: none"> <li>Alzheimer's disease</li> <li>Pick's disease</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B5.1, B5.2, B5.4, B12.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>20. Describe the four stages of Alzheimer’s disease.</li> <li>21. List resources available for families of Alzheimer’s patients.</li> <li>22. Describe two nursing measures to prevent the occurrence of dehumanizing atmosphere for the elderly patient.</li> <li>23. List and describe three types of therapy used in the mental health treatment of the elderly.</li> <li>24. Describe the stage of emotional reaction according to Kubler-Ross.</li> <li>25. Describe the physical, spiritual, and emotional care of the dying patient.</li> <li>26. List and describe six signs of approaching death.</li> <li>27. Describe the care of the body after death.</li> <li>28. Describe the care of valuables after death.</li> <li>29. Describe the death certificate.</li> <li>30. Describe the requirements for an autopsy and tissue/organ removal.</li> <li>31. Describe the role of the nurse in relation to the family before and after death.</li> <li>32. Describe self-evaluation on death and dying.</li> <li>33. Define stress and discuss the three adaptive stages of stress as related to the patient.</li> <li>34. Describe the body’s reaction to continued stress of one body system.</li> <li>35. Describe nursing management techniques in dealing with stress.</li> <li>36. Describe clinical situations producing stress for a patient.</li> <li>37. Describe pain.</li> <li>38. Differentiate between acute and chronic pain.</li> <li>39. Describe the assessment of pain and list a minimum of six measures to afford pain relief.</li> <li>40. Describe a minimum of two effects of pain.</li> <li>41. Describe three surgical measures to relieve intractable pain.</li> <li>42. List a minimum of four non-surgical pain relief measures.</li> <li>43. Describe administration of analgesia via patient controlled pump.</li> <li>44. Describe a minimum of two stress factors and the emotional support required in the following obstetrical situations: <ol style="list-style-type: none"> <li>a. multiple birth</li> <li>b. single mother</li> <li>c. unmarried father</li> <li>d. teenage mother</li> <li>e. older mother</li> <li>f. divorced/widowed mother</li> <li>g. abortion</li> </ol> </li> <li>45. Describe a minimum of six nursing procedures that are physically comforting for an obstetrical patient in labor and discuss how each measure provides emotional support.</li> <li>46. Describe one type of emotional support given to the mother/father in the following situations: <ol style="list-style-type: none"> <li>a. infant death</li> <li>b. deformed infant</li> </ol> </li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>c. premature infant</li> <li>d. postpartum psychosis/neurosis</li> <li>47. Describe the theory of “bonding” between infant and parents.</li> <li>48. List three positive emotional experiences for the breast feeding mother.</li> <li>49. Describe an emotional response from a mother who is unable to breast feed her baby.</li> <li>50. Describe the hospitalized child and parental involvement.</li> <li>51. Describe the adjustment phases of the hospitalized child.</li> <li>52. Describe the hypokinetic child and discuss therapy modalities.</li> <li>53. Describe and give etiology and treatment for the: <ul style="list-style-type: none"> <li>a. autistic child</li> <li>b. schizophrenic child</li> </ul> </li> <li>54. Describe the therapy used for the children of alcoholics.</li> <li>55. Describe sleep disorders.</li> <li>56. Define the term “child abuse.”</li> <li>57. Define and give the nursing intervention for the following: <ul style="list-style-type: none"> <li>a. physical abuse/battered child</li> <li>b. emotional abuse</li> <li>c. child neglect</li> </ul> </li> <li>58. Describe the abuser and the nurse’s role in reporting child abuse.</li> <li>59. Describe two nursing interventions used in caring for the adolescent who has attempted suicide.</li> <li>60. Define altered body image and give a minimum of two examples of this situation.</li> <li>61. Describe the states of adjustment to a disability.</li> <li>62. State the goal of the rehabilitation process.</li> <li>63. List a minimum of three “words” to avoid in the rehabilitation process.</li> <li>64. List a minimum of six members of the rehabilitation team and describe the function of each.</li> <li>65. State the purpose of the activities of daily living (ADL) record.</li> <li>66. Describe the activities included in an ADL record.</li> <li>67. Describe a minimum of three pieces of modified equipment and clothing used for the disabled person.</li> <li>68. Describe a minimum of three nursing methods for assisting a visually impaired person.</li> <li>69. Describe a minimum of three methods for assisting a hearing-impaired person.</li> <li>70. Describe two nursing measures for assisting a paralyzed person to achieve bowel and bladder function.</li> <li>71. Describe a community resource available to assist the disabled person.</li> <li>72. Describe a minimum of six personal qualities of an effective leader.</li> <li>73. Describe delegating assignments to include the following: <ul style="list-style-type: none"> <li>a. staff-patient ratio</li> <li>b. patient acuity</li> <li>c. RN/LVN/CAN ratio</li> </ul> </li> </ul>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>d. floating</li> <li>74. Describe nursing rounds.</li> <li>75. Describe two types of shift reports.</li> <li>76. Describe the narcotic count at shift change.</li> <li>77. Describe methods of supervising the treatment schedule.</li> <li>78. Describe the process used to transcribe the following orders:               <ul style="list-style-type: none"> <li>a. drug</li> <li>b. pre- and post-operative</li> <li>c. diagnostic tests</li> <li>d. laboratory test</li> <li>e. dietary</li> <li>f. other</li> </ul> </li> <li>79. Describe the symptoms of stress.</li> <li>80. Describe the following methods of reducing stress when functioning as a leader:               <ul style="list-style-type: none"> <li>a. relaxation technique</li> <li>b. breathing exercises</li> <li>c. guided imagery</li> </ul> </li> <li>81. Define mental health and mental illness.</li> <li>82. List one example for a minimum of five defense mechanisms.</li> <li>83. Describe the qualifications and role of the following members of the health care team:               <ul style="list-style-type: none"> <li>a. psychiatrist</li> <li>b. nurse</li> <li>c. psychiatric technician</li> <li>d. psychologist</li> <li>e. occupational therapist</li> <li>f. social worker</li> </ul> </li> <li>84. List a minimum of two functions of the psychiatric nurse.</li> <li>85. List a minimum of four methods of maintaining a good nurse-client relationship.</li> <li>86. Describe the following emergency mental health services:               <ul style="list-style-type: none"> <li>a. emergency psychiatric services</li> <li>b. home treatment service</li> <li>c. telephone services</li> </ul> </li> <li>87. Describe the terms of a voluntary admission and admission on certification of two or more physicians.</li> <li>88. List a minimum of five nursing interventions that prevent dehumanization.</li> <li>89. Describe the following nursing interventions for the long term mentally disordered client in:               <ul style="list-style-type: none"> <li>a. promoting physical activity</li> <li>b. habit training methods</li> <li>c. occupational training</li> </ul> </li> <li>90. Describe the benefits of the following resources to the discharged client:               <ul style="list-style-type: none"> <li>a. day clinic</li> <li>b. night center</li> <li>c. outpatient and community mental health center</li> </ul> </li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>d. halfway house/sheltered workshop</li> <li>e. vocational rehabilitation</li> </ul> <p>91. Describe the symptoms and nursing interventions for the following mental disorders:</p> <ul style="list-style-type: none"> <li>a. suicidal</li> <li>b. overactive</li> <li>c. hypomanic</li> <li>d. highly disturbed</li> <li>e. hostile/combative</li> <li>g. confused</li> <li>h. hallucinative</li> <li>i. withdrawn</li> <li>j. depressed</li> <li>k. regressive</li> </ul> <p>92. Define the following common neuroses:</p> <ul style="list-style-type: none"> <li>a. hysteria</li> <li>b. compulsion</li> <li>c. phobia</li> <li>d. hypochondria</li> </ul> <p>93. Describe clinical depression.</p> <p>94. Describe a minimum of four psychoses.</p> <p>95. Describe two methods of interaction in the therapeutic environment.</p> <p>96. Describe two changes enacted through civil rights laws.</p> <p>97. Categorize a minimum of ten medical observation terms in a minimum of five observation areas.</p> <p>98. Summarize the seven guidelines for observation skills.</p> <p>99. Identify a minimum of three things that should be observed in supervised visits.</p> <p>100. Identify a minimum of five nursing responsibilities when a client goes on an outing.</p> <p>101. Identify a minimum of two methods used by the hospital to provide a secure environment.</p> <p>102. Describe a minimum of three guidelines for restraint use.</p> <p>103. Describe and state the goals of the following psychiatric methods:</p> <ul style="list-style-type: none"> <li>a. reality therapy/cognitive therapy</li> <li>b. transactional analysis</li> <li>c. shock therapy</li> <li>d. drug therapy</li> <li>e. one-to-one therapy</li> <li>f. psychodrama</li> <li>g. occupational therapy</li> <li>h. recreational therapy</li> <li>i. music therapy</li> <li>j. pet therapy</li> <li>k. play therapy</li> <li>l. hydrotherapy</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<p>104. List and describe the four common elements in the recognition and treatment of clients with chemical dependency.</p> <p>105. Describe the physical, genetic, emotional, and psychological factors as they relate to alcoholism.</p> <p>106. Describe the three stages of alcoholism.</p> <p>107. List a minimum six danger signals in alcoholism.</p> <p>108. Describe the enabler or co-dependent.</p> <p>109. Describe nursing care during the detoxification period.</p> <p>110. List four changes in behavior suggestive of drug dependency.</p> <p>111. List a minimum of two physical signs suggestive of drug dependency.</p> <p>112. Describe a panic reaction to marijuana.</p> <p>113. Define addiction.</p> <p>114. Describe the symptoms of narcotics withdrawal.</p> <p>115. List two trade names for amphetamines.</p> <p>116. Describe the symptoms of withdrawal from amphetamines.</p> <p>117. Identify two hallucinogens and discuss one psychological problem identified with each.</p> <p>118. Describe four physiological changes that occur as a result of smoking nicotine.</p> <p>119. List the effects of 500+ milligrams (mg.) of caffeine on the body.</p> <p>120. Describe over-the-counter drugs.</p> <p>121. Describe the Controlled Substance Act of 1970.</p> <p>122. Give an example of a drug in each Schedule Classification.</p> <p>123. Describe a drug detoxification center.</p> <p>124. Describe the therapeutic community.</p> <p>125. Describe nursing care of the drug dependent person in the hospital setting.</p> <p>126. List and describe a minimum of two neuroses.</p> <p>127. Describe various forms of depression including agitated and flat affect.</p>	
<p>I. 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"> <li>1. Describe the nurse's role in dietary management.</li> <li>2. Compare food facts with food fallacies.</li> <li>3. List six nutrients, describe their functions and sources, and give one example of each.</li> <li>4. State the amount of energy release by carbohydrates, fats, and proteins.</li> <li>5. Describe the need for water in the body.</li> <li>6. List a minimum of two nutrients from each of the four food groups.</li> <li>7. List the six food exchange lists used for dietary planning.</li> <li>8. Identify three factors which could interfere with adequate food intake.</li> <li>9. Describe the following diets: <ol style="list-style-type: none"> <li>a. a clear liquid</li> <li>b. full liquid</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>c. soft (low fiber)</li> <li>d. regular</li> <li>10. Explain the Recommended Dietary Allowance (RDA).</li> <li>11. Identify a minimum of three nursing methods to increase patient dietary/fluid intake.</li> <li>12. Describe two alternative measures to meet nutritional needs.</li> <li>13. List a minimum of five nutrients provided by total parenteral nutrition (T.P.N.).</li> <li>14. Identify a minimum of three nutritional problems of the elderly; give a nursing intervention for each.</li> <li>15. List and describe three modified diets used for the elderly.</li> <li>16. List the caloric used to supplement the nutritional requirements for the elderly.</li> <li>17. Describe a minimum of three teaching methods to promote optimum nutrition in the elderly.</li> <li>18. State the definition, purpose, nutritional guidelines, and nursing interventions for: <ul style="list-style-type: none"> <li>a. high protein</li> <li>b. low purine</li> <li>c. high fiber</li> <li>d. low calorie diet</li> </ul> </li> <li>19. List a minimum of five high purine foods to avoid in a gout diet.</li> <li>20. State a minimum of four foods listed on a high fiber diet.</li> <li>21. Describe a low-calorie diet.</li> <li>22. State the definition, purpose, nutritional guidelines, and nursing interventions for the following diets: <ul style="list-style-type: none"> <li>a. sodium controlled</li> <li>b. low cholesterol/low triglyceride low fat</li> <li>c. high iron</li> <li>d. potassium-controlled diet</li> </ul> </li> <li>23. List a minimum of five dietary sources of sodium to avoid in a sodium restricted diet.</li> <li>24. State a minimum of three symptoms of sodium deficiency.</li> <li>25. Define: <ul style="list-style-type: none"> <li>a. high-density lipoproteins</li> <li>b. low-density lipoproteins</li> </ul> </li> <li>26. State the mineral necessary for the body to produce hemoglobin.</li> <li>27. List a minimum of four dietary sources of potassium.</li> <li>28. Compare the diet of pregnancy and lactation as it relates to the four food groups.</li> <li>29. Explain the pregnant woman's need for supplemental vitamins and minerals.</li> <li>30. List three foods to avoid or limit during pregnancy.</li> <li>31. Describe a sample menu for a lactating mother.</li> <li>32. Identify the recommended weight gain during pregnancy.</li> <li>33. Describe the advantages of breast feeding.</li> <li>34. Compare the protein, fat, and carbohydrate content of breast milk versus formula.</li> <li>35. Describe the need for supplemental vitamins and minerals for</li> </ul>	<p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B5.1, B5.2, B5.4, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>the newborn.</p> <p>36. Describe terminal sterilization.</p> <p>37. Identify the nutritional needs, eating habits, and nutritional problems of the:</p> <ul style="list-style-type: none"> <li>a. infant</li> <li>b. toddler</li> <li>c. preschooler</li> <li>d. school-age child</li> <li>e. adolescent/young adult</li> </ul> <p>38. State the purpose of nutritional guidelines and nursing interventions for the following diets:</p> <ul style="list-style-type: none"> <li>a. reflux diet</li> <li>b. liberal bland/no CAPA (no caffeine, alcohol, pepper/spices, aspirin)</li> <li>c. low lactose</li> <li>d. anti-dumping</li> <li>e. gastric bypass</li> <li>f. diverticulosis</li> <li>g. low fiber/low residual gluten restricted</li> <li>h. phenylalanine restricted</li> <li>i. fluid restricted</li> <li>j. fluid increased</li> </ul> <p>39. List a minimum of five nutritional problems of the cancer patient and a nursing intervention for each.</p> <p>40. State the definition, purpose, nutritional guidelines and nursing interventions for the following diets:</p> <ul style="list-style-type: none"> <li>a. soft, bland</li> <li>b. high calorie, high protein, small frequent feeding</li> <li>c. blended diet</li> </ul> <p>41. List one supplement used to increase the calorie requirement of a cachectic cancer patient.</p> <p>42. List four food choices to reduce the risk of cancer.</p> <p>43. Describe the symptoms, treatment, and nursing intervention for systemic anaphylaxis.</p> <p>44. List a minimum of two methods to assess delayed reactions to food allergy.</p> <p>45. List a minimum of six foods causing hypersensitive reactions.</p> <p>46. Compare a fad diet to a well-balanced weight loss diet.</p> <p>47. List a minimum of six foods high in calcium.</p> <p>48. List a minimum of five foods high in oxalate.</p> <p>49. State the definition, purpose, nutritional guidelines, and nursing interventions for a low protein and renal diet.</p> <p>50. List four foods that would be measured on a restricted fluid intake.</p> <p>51. Describe a minimum of two ways to encourage increased fluid intake.</p> <p>52. State the definition, purpose, nutritional guidelines, and nursing interventions for the following:</p> <ul style="list-style-type: none"> <li>a. hypoglycemic diet</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ul style="list-style-type: none"> <li>b. liberal diabetic diet</li> <li>c. diabetic diet</li> </ul> 53. State the primary goal of diet therapy in Type II (NIDDM) diabetes. 54. State the treatment for diabetic hyperglycemia. 55. State the treatment for diabetic hypoglycemia. 56. List a minimum of eight foods to avoid on the diabetic diet that excludes concentrate sweets. 57. Describe the intake of calories for the diabetic patient vs. "avoiding sweets."	
J. LABORATORY AND CLINICAL PRACTICE  Demonstrate the nursing procedures required to care for a patient in the skills laboratory and health care facility.	<ol style="list-style-type: none"> <li>1. Demonstrate handwashing without contaminating hands, clothes, or body.</li> <li>2. Demonstrate donning and removing clean gloves.</li> <li>3. Demonstrate bed adjustment and positioning of the overbed table.</li> <li>4. Demonstrate answering a call signal and intercom.</li> <li>5. Demonstrate correct posture in the standing and sitting positions.</li> <li>6. Demonstrate patient transfer and ambulation techniques using correct body alignment.</li> <li>7. Demonstrate examination and treatment positions using correct body alignment and supports.</li> <li>8. Demonstrate the making of an unoccupied bed, occupied bed, and post anesthesia bed.</li> <li>9. Demonstrate the making of an open and closed bed.</li> <li>10. Demonstrate correct body mechanics while making a bed.</li> <li>11. Demonstrate adding equipment to the basic bed.</li> <li>12. Demonstrate use of restraints while making an occupied bed.</li> <li>13. Demonstrate linen techniques to maintain infection control.</li> <li>14. Demonstrate active and passive range of motion exercises.</li> <li>15. Demonstrate documentation of active and passive range of motion exercise on the patient record.</li> <li>16. Demonstrate a bed bath and partial bath, tub bath, and shower.</li> <li>17. Demonstrate oral hygiene for the conscious and unconscious patient.</li> <li>18. Demonstrate cleaning and safe keeping of dentures.</li> <li>19. Demonstrate hair grooming and shampooing.</li> <li>20. Demonstrate a three-minute back rub.</li> <li>21. Demonstrate assessing skin turgor.</li> <li>22. Demonstrate perineal care.</li> <li>23. Demonstrate nail care.</li> <li>24. Demonstrate shaving a male patient.</li> <li>25. Demonstrate eye, ear, and nose care.</li> <li>26. Demonstrate A.M., P.M., and H.S. care.</li> <li>27. Demonstrate documenting an admission, a transfer, and a discharge on a patient record.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B5.4, B10.5, B12.3, B12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>28. Demonstrate obtaining a radial pulse, apical pulse, and measuring pulse deficit.</li> <li>29. Demonstrate locating pulse pressure points assessing rate, rhythm, and quality.</li> <li>30. Demonstrate counting respirations.</li> <li>31. Demonstrate obtaining oral, rectal, and axillary temperatures using a clinical, electronic, and disposable thermometer.</li> <li>32. Demonstrate measurement of blood pressure in lying, sitting, and standing positions.</li> <li>33. Document vital signs on the patient record according to hospital policy.</li> <li>34. Demonstrate documenting on the patient record using medical terminology.</li> <li>35. Demonstrate documentation of the components of Kardex and nursing care plan.</li> <li>36. Demonstrate documenting an incident report.</li> <li>37. Demonstrate the use of the spirometer.</li> <li>38. Demonstrate patient teaching for: <ul style="list-style-type: none"> <li>a. bed exercises</li> <li>b. turning</li> <li>c. deep breathing</li> <li>d. coughing</li> <li>e. incentive spirometer use</li> <li>f. splinting of incisional area</li> </ul> </li> <li>39. Demonstrate positioning and splinting during coughing.</li> <li>40. Demonstrate turning a post-operative patient.</li> <li>41. Demonstrate collecting a sputum specimen.</li> <li>42. Demonstrate administering oxygen by: <ul style="list-style-type: none"> <li>a. nasal cannula</li> <li>b. nasal catheter</li> <li>c. simple mask</li> <li>d. oxygen tent</li> <li>e. intermittent positive</li> <li>f. pressure breathing</li> </ul> </li> <li>43. Demonstrate preparing a patient for a meal.</li> <li>44. Serve a patient tray.</li> <li>45. Demonstrate patient feeding.</li> <li>46. Remove a patient tray.</li> <li>47. Demonstrate assisting the vomiting/choking patient.</li> <li>48. Document food and fluid intake on patient record.</li> <li>49. Demonstrate enema and Harris flush administration.</li> <li>50. Document stool specimen collection and record bowel movement on chart/graph.</li> <li>51. Demonstrate toileting procedures using bedpan, fracture pan, urinal commode, and bathroom.</li> <li>52. Measure and record I &amp; O.</li> <li>53. Demonstrate nursing measures to promote elimination from urinary bladder.</li> <li>54. Demonstrate catheter care using medical asepsis.</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>55. Demonstrate collecting urine specimens such as:</p> <ol style="list-style-type: none"> <li>a. single voided</li> <li>b. clean catch</li> <li>c. 24 hour</li> <li>d. catheter</li> </ol> <p>56. Demonstrate urine testing for sugar and acetone.</p> <p>57. Document urine specimen collection.</p> <p>58. Demonstrate a surgical scrub.</p> <p>59. Demonstrate sterile gloving.</p> <p>60. Demonstrate setting up an isolation unit.</p> <p>61. Demonstrate instructing hospital visitors in isolation technique.</p> <p>62. Demonstrate the procedure for cap, gown, mask, gloves, and double bagging.</p> <p>63. Demonstrate transporting an isolation patient.</p> <p>64. Demonstrate the procedure for mask, gown, cap, and gloves for reverse isolation.</p> <p>65. Demonstrate nursing care for the geriatric patient.</p> <p>66. Demonstrate nursing care for a patient with a communicable disease to include the following:</p> <ol style="list-style-type: none"> <li>a. sexually transmitted disease (STD)</li> <li>b. hepatitis</li> </ol> <p>67. Demonstrate the following procedures:</p> <ol style="list-style-type: none"> <li>a. positioning and draping</li> <li>b. male/female catheterization</li> <li>c. catheter care</li> <li>d. catheter irrigation</li> <li>e. catheter removal</li> </ol> <p>68. Demonstrate the documentation of the catheterization procedure on the patient record.</p> <p>69. Demonstrate the administration of a vaginal irrigation.</p> <p>70. Document a vaginal irrigation on the patient record.</p> <p>71. Demonstrate the sitz bath procedure.</p> <p>72. Document a sitz bath on the patient record.</p> <p>73. Demonstrate geriatric nursing measure to provide for:</p> <ol style="list-style-type: none"> <li>a. personal hygiene</li> <li>b. skin care</li> <li>c. range of motion</li> <li>d. vital signs</li> <li>e. oxygen administration</li> <li>f. feeding</li> <li>g. elimination stool/urine</li> <li>h. catheterization</li> <li>i. communication</li> <li>j. physical activity</li> </ol> <p>74. Demonstrate nursing care for the geriatric patient who is:</p> <ol style="list-style-type: none"> <li>a. blind</li> <li>b. hearing impaired</li> <li>c. confused</li> <li>d. physically impaired</li> </ol>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>75. Demonstrate insertion, irrigation and removal of a nasogastric tube.</p> <p>76. Demonstrate connecting nasogastric tubing to suction and checking its functioning capability.</p> <p>77. Demonstrate checking tube placement.</p> <p>78. Document feeding via nasogastric and gastrostomy tube.</p> <p>79. Demonstrate collecting data and planning nursing care.</p> <p>80. Demonstrate physical assessment in selected areas such as:</p> <ul style="list-style-type: none"> <li>a. appearance of eyes/ears</li> <li>b. mouth</li> <li>c. skin</li> <li>d. vital signs</li> <li>e. pulses</li> <li>f. bowel sounds</li> <li>g. bowel and bladder function</li> </ul> <p>81. Demonstrate the use of nursing process in selected situations in clinical practice.</p> <p>82. Demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>a. inspection</li> <li>b. palpation</li> <li>c. breast examination</li> <li>d. auscultation</li> <li>e. percussion</li> </ul> <p>83. Demonstrate dry heat applications.</p> <p>84. Demonstrate moist heat applications.</p> <p>85. Demonstrate dry cold applications.</p> <p>86. Demonstrate moist cold applications.</p> <p>87. Document hot and cold applications on the patient record.</p> <p>88. Demonstrate administering oral medication via mouth and nasogastric tube.</p> <p>89. Demonstrate administering a rectal suppository.</p> <p>90. Document medications by the enteral route.</p> <p>91. Demonstrate taping, dressing change, and the application of Montgomery straps.</p> <p>92. Demonstrate the application of six binders and bandages.</p> <p>93. Demonstrate application of anti-embolitic stockings.</p> <p>94. Demonstrate the physical examination procedure to include:</p> <ul style="list-style-type: none"> <li>a. equipment</li> <li>b. patient teaching</li> <li>c. positioning</li> <li>d. draping</li> </ul> <p>95. Demonstrate procedures for the following:</p> <ul style="list-style-type: none"> <li>a. oro-pharyngeal suctioning</li> <li>b. naso-tracheal suctioning</li> <li>c. tracheotomy suctioning/cleaning</li> <li>d. aseptic tracheotomy stoma care</li> </ul> <p>96. Demonstrate recording tracheotomy suctioning and dressing change on patient record.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>97. Demonstrate syringe and needle selection and the withdrawal of medication.</p> <p>98. Demonstrate administering medication by the parenteral route such as:</p> <ul style="list-style-type: none"> <li>a. intramuscular</li> <li>b. subcutaneous</li> <li>c. intradermal</li> </ul> <p>99. Demonstrate the removal of skin closure materials.</p> <p>100. Demonstrate documenting the removal of skin closure materials on the patient record to include the following:</p> <ul style="list-style-type: none"> <li>a. type of skin closure material</li> <li>b. wound condition</li> <li>c. dressing/taping methods</li> <li>d. patient teaching</li> </ul> <p>101. Document medication administered by the parenteral route.</p> <p>102. Demonstrate administering medications by the percutaneous route such as:</p> <ul style="list-style-type: none"> <li>a. dermal</li> <li>b. oral mucous membrane</li> <li>c. ophthalmic</li> <li>d. otic</li> <li>e. nasal</li> <li>f. vaginal</li> </ul> <p>103. Demonstrate prepping the surgical site.</p> <p>104. Complete a pre-operative check list according to hospital policy.</p> <p>105. Demonstrate preparing the room to receive a post-operative patient.</p> <p>106. Demonstrate nursing care for an assigned patient to include:</p> <ul style="list-style-type: none"> <li>a. identifying potential complications</li> <li>b. identifying abnormal assessment findings and reporting immediately</li> <li>c. assessing wounds</li> <li>d. changing dressing</li> <li>e. documenting dressing change, condition/appearance of wound</li> </ul> <p>107. Compare musculoskeletal system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>108. Demonstrate nursing care for a patient with musculoskeletal system disorder to include the following procedures:</p> <ul style="list-style-type: none"> <li>a. bandaging</li> <li>b. pillow positioning</li> <li>c. log rolling</li> <li>d. hemovac care</li> <li>e. contracture prevention</li> <li>f. administering musculoskeletal system medications</li> </ul> <p>109. Demonstrate nursing care for a patient with a musculoskeletal system disorder to include the following:</p> <ul style="list-style-type: none"> <li>a. traumatic disorder</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>b. inflammatory disorder</li> <li>c. arthroplasty</li> <li>d. amputation</li> </ul> <p>110. Complete a nursing care plan for a patient with a musculoskeletal system disorder.</p> <p>111. Demonstrate nursing care for a patient with a musculoskeletal disorder to include the following procedures:</p> <ul style="list-style-type: none"> <li>a. cast care</li> <li>b. skeletal traction care</li> <li>c. skin traction care</li> <li>d. skin care</li> </ul> <p>112. Demonstrate nursing care for a patient with a musculoskeletal disorder using the following orthopedic aids:</p> <ul style="list-style-type: none"> <li>a. crutch/cane</li> <li>b. walker</li> <li>c. prosthesis</li> <li>d. sling/immobilizer</li> <li>e. brace</li> <li>f. Stryker frame</li> <li>g. circo-electric bed</li> </ul> <p>113. Demonstrate nursing care for a patient with a musculoskeletal disorder to include the following orthopedic equipment:</p> <ul style="list-style-type: none"> <li>a. trapeze/bar/rope</li> <li>b. sand bags</li> <li>c. log rolling</li> <li>d. pillow positioning</li> <li>e. contracture prevention</li> <li>f. trochanter roll</li> <li>g. handroll</li> <li>h. air mattress</li> </ul> <p>114. Demonstrate orthopedic bed making.</p> <p>115. Document nursing care of assigned orthopedic patients.</p> <p>116. Demonstrate nursing care for a patient with a musculoskeletal system disorder to include:</p> <ul style="list-style-type: none"> <li>a. hip dysplasia</li> <li>b. clubfoot</li> <li>c. torticollis</li> <li>d. rickets/osteomalacia</li> <li>e. muscular dystrophy</li> <li>f. scoliosis/kyphosis/lordosis</li> </ul> <p>117. Demonstrate nursing care for a patient with a musculoskeletal system disorder to include:</p> <ul style="list-style-type: none"> <li>a. arthritic condition</li> <li>b. osteoporosis</li> <li>c. infectious disease</li> <li>d. osteomas</li> </ul> <p>118. Compare cardiovascular system diagnostic findings to normal values and identify deviations from the normal range.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>119. Demonstrate nursing care for the patient with a cardiovascular system disorder receiving diagnostic and laboratory tests using the nursing assessment procedure for the cardiac patient.</p> <p>120. Demonstrate nursing care for a patient with a cardiovascular disorder of:</p> <ul style="list-style-type: none"> <li>a. congestive heart failure</li> <li>b. acute pulmonary edema</li> <li>c. Include the following procedures for each disorder:</li> <li>d. rotating tourniquet care</li> <li>e. I.V. therapy care</li> <li>f. administering circulatory system medications</li> </ul> <p>121. Demonstrate nursing care for a patient with a disorder of the cardiovascular system to include:</p> <ul style="list-style-type: none"> <li>a. blood dyscrasias</li> <li>b. lymphatic disorder</li> </ul> <p>122. Demonstrate nursing care for a patient with hypertensive disease.</p> <p>123. Complete a nursing care plan for a patient with cardiovascular disorder.</p> <p>124. Demonstrate nursing care for a patient with a cardiovascular disorder to include:</p> <ul style="list-style-type: none"> <li>a. coronary artery disease</li> <li>b. angina pectoris</li> <li>c. myocardial infarction</li> </ul> <p>125. Demonstrate nursing care for the patient with a cardiovascular disorder of:</p> <ul style="list-style-type: none"> <li>a. cyanotic defect</li> <li>b. acyanotic defect</li> </ul> <p>126. Demonstrate nursing care for a patient with a peripheral vascular disorder.</p> <p>127. Demonstrate nursing care for a patient with a surgical correction of the cardiovascular system to include:</p> <ul style="list-style-type: none"> <li>a. aneurysm</li> <li>b. pacemaker insertion</li> </ul> <p>128. Compare respiratory system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>129. Demonstrate nursing care for a patient with a respiratory system disorder using the following procedures:</p> <ul style="list-style-type: none"> <li>a. airway maintenance procedures</li> <li>b. oxygen therapy</li> <li>c. water seal drainage</li> <li>d. postural drainage</li> <li>e. administering respiratory system medication</li> </ul> <p>130. Demonstrate nursing care for a respiratory system disorder to include:</p> <ul style="list-style-type: none"> <li>a. respiratory distress syndrome</li> <li>b. cystic fibrosis</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>131. Demonstrate nursing care for a patient with a disorder of the respiratory system to include:</p> <ol style="list-style-type: none"> <li>a. infectious disease</li> <li>b. Chronic Obstructive Pulmonary Disease (COPD)</li> <li>c. allergic reactions</li> <li>d. neoplasms</li> <li>e. traumatic injuries</li> </ol> <p>132. Demonstrate nursing care in the emergency situation by performing the following procedures:</p> <ol style="list-style-type: none"> <li>a. function in student role outlined in hospital disaster plan</li> <li>b. protect patients from injury during a disaster</li> <li>c. assist an R.N. in a triage situation</li> </ol> <p>133. Identify location of emergency supplies.</p> <p>134. Demonstrate nursing care for the emergency patient using the following procedures:</p> <ol style="list-style-type: none"> <li>a. assist an R.N. in the emergency room in identifying patients needing emergency care</li> <li>b. identify items on emergency cart using check sheet</li> </ol> <p>135. Demonstrate nursing care for the obstetrical patient to include:</p> <ol style="list-style-type: none"> <li>a. blood incompatibility</li> <li>b. multiple births</li> </ol> <p>136. Compare diagnostic findings to normal values and identify deviations from the normal range.</p> <p>137. Demonstrate prenatal patient teaching in the following areas:</p> <ol style="list-style-type: none"> <li>a. EDC</li> <li>b. general health</li> <li>c. minor discomforts of pregnancy</li> <li>d. prenatal classes</li> <li>e. preparing for the baby</li> <li>f. parenting</li> <li>g. natural childbirth</li> <li>h. home delivery</li> <li>i. selecting a practitioner</li> </ol> <p>138. Demonstrate nursing care during the labor/delivery period using the following obstetrical procedures:</p> <ol style="list-style-type: none"> <li>a. monitoring fetal heart tones (identifying normal and abnormal ranges)</li> <li>b. providing comfort measures</li> <li>c. timing contractions</li> <li>d. assisting with vagina/rectal examination</li> </ol> <p>139. Complete a nursing care plan for a woman experiencing a normal delivery.</p> <p>140. Demonstrate nursing care during the puerperium period using the following obstetrics procedures:</p> <ol style="list-style-type: none"> <li>a. nursing/non-nursing breast care</li> <li>b. fundus checks</li> <li>c. bladder/voiding checks</li> <li>d. lochia checks</li> <li>e. perineum/episiotomy care</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>f. Homan's sign checks</li> <li>g. administering obstretical medications</li> <li>h. patient teaching for the following: <ul style="list-style-type: none"> <li>i. breast care</li> <li>ii. perineal care</li> <li>iii. lochia</li> <li>iv. breast/bottle feeding</li> </ul> </li> </ul> <p>141. Demonstrate nursing care for the obstetrical patient experiencing a complication of pregnancy to include:</p> <ul style="list-style-type: none"> <li>a. abortion</li> <li>b. ectopic pregnancy</li> <li>c. hyperemesis gravidarum</li> <li>d. toxemia</li> <li>e. post-partum hypertension</li> <li>f. placenta previa</li> <li>g. abruptio placenta</li> <li>h. incompetent cervix</li> </ul> <p>142. Demonstrate nursing care for the obstetrical patient experiencing a complication of pregnancy to include:</p> <ul style="list-style-type: none"> <li>a. Rh blood factor</li> <li>b. diabetes mellitus</li> <li>c. cardiac disorders</li> <li>d. venereal disease</li> <li>e. chemical dependency</li> <li>f. rubella</li> <li>g. seizures</li> <li>h. hydatidiform mole</li> </ul> <p>143. Demonstrate nursing care for the obstetrical patient experiencing a complication of labor to include:</p> <ul style="list-style-type: none"> <li>a. premature labor</li> <li>b. dystocia</li> <li>c. hypertonic dysfunction</li> <li>d. hypotonic dysfunction</li> <li>e. precipitate labor and delivery</li> <li>f. diabetes (developed during pregnancy)</li> </ul> <p>144. Demonstrate nursing care of the patient who has a surgical correction for a complication of pregnancy to include:</p> <ul style="list-style-type: none"> <li>a. ectopic pregnancy</li> <li>b. Cesarean section</li> </ul> <p>145. Demonstrate nursing care for the patient experiencing a complication of delivery to include:</p> <ul style="list-style-type: none"> <li>a. abnormal fetal positions/presentation</li> <li>b. cephalopelvic disproportion</li> <li>c. prolapsed cord</li> <li>d. cord around fetal neck</li> <li>e. intrauterine hemorrhage</li> <li>f. uterine rupture</li> <li>g. emergency delivery</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>146. Demonstrate nursing care for the patient who has had a complication of puerperium to include:</p> <ol style="list-style-type: none"> <li>a. Hematoma</li> <li>b. post-partum hemorrhage</li> <li>c. thrombophlebitis</li> <li>d. puerperal infection</li> <li>e. cystitis</li> <li>f. mastitis</li> <li>g. abscess</li> </ol> <p>147. Demonstrate nursing care for the newborn using the following procedures:</p> <ol style="list-style-type: none"> <li>a. Apgar scoring</li> <li>b. providing warmth</li> <li>c. applying identification bands</li> <li>d. eye care</li> <li>e. administration of newborn medications</li> <li>f. measuring/weighing techniques</li> <li>g. cord care</li> <li>h. admission bath</li> <li>i. diapering/clothing the baby</li> <li>j. obtaining vital signs</li> <li>k. circumcision care</li> <li>l. bottle feeding</li> <li>m. taking baby to mother</li> <li>n. post-breast feeding</li> </ol> <p>148. Demonstrate patient teaching techniques and documentation of patient record.</p> <p>149. Demonstrate mother teaching techniques for the following infant concerns:</p> <ol style="list-style-type: none"> <li>a. measuring temperature</li> <li>b. weighing</li> <li>c. care of eye, nose, ears</li> <li>d. skin care</li> <li>e. feeding</li> <li>f. clothing</li> <li>g. bathing</li> <li>h. circumcision care</li> <li>i. cord care</li> <li>j. elimination</li> <li>k. sleep</li> <li>l. cry response</li> </ol> <p>150. Demonstrate nursing care for the newborn with a disorder to include:</p> <ol style="list-style-type: none"> <li>a. respiratory</li> <li>b. gastrointestinal</li> <li>c. cardiovascular</li> <li>d. hormonal</li> <li>e. infectious</li> <li>f. birth injury</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>g. prematurity</li> <li>h. postmaturity</li> <li>i. dysmaturity</li> <li>j. addiction</li> </ul> <p>151. Compare pediatric diagnostic findings to the normal values and identify deviations from the normal range.</p> <p>152. Demonstrate nursing care for the pediatric patient using the safety guidelines of the hospital to include the following pediatric procedures:</p> <ul style="list-style-type: none"> <li>a. admission</li> <li>b. crib preparation</li> <li>c. take vital signs (respiration first then pulse)</li> <li>d. take blood pressure and temperature appropriate for child's age</li> <li>e. administer an enema</li> <li>f. administer a suppository</li> <li>g. bathe the infant/toddler/child</li> <li>h. oral hygiene</li> </ul> <p>153. Demonstrate nursing care for the pediatric patient using the safety guidelines of the hospital to include the following pediatric procedures:</p> <ul style="list-style-type: none"> <li>a. pediatric gowning procedure</li> <li>b. cleanse perineum (front to back) and diapering</li> </ul> <p>154. Demonstrate nursing care for the pediatric patient using the following safety devices:</p> <ul style="list-style-type: none"> <li>a. mummy restraint</li> <li>b. bubble top</li> <li>c. control jacket</li> <li>d. clove hitch knot</li> <li>e. wrist safety device</li> <li>f. papoose board</li> <li>g. glove</li> <li>h. elbow immobilizer</li> </ul> <p>155. Demonstrate nursing care for a pediatric patient to include:</p> <ul style="list-style-type: none"> <li>a. intellectual impairment</li> <li>b. genetic disorders</li> </ul> <p>156. Demonstrate nursing care, using the pediatric procedures for the patient with a/an:</p> <ul style="list-style-type: none"> <li>a. communicable disease</li> <li>b. trauma victim</li> <li>c. infectious disease</li> <li>d. poisoning victim</li> <li>e. infectious mononucleosis</li> <li>f. rheumatic fever</li> <li>g. otitis media</li> <li>h. juvenile diabetes</li> <li>i. cerebral palsy</li> <li>j. epilepsy</li> <li>k. worms/parasitic infection</li> </ul>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>l. Lyme disease</li> <li>m. croup</li> </ul> <p>157. Compare gastrointestinal system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>158. Demonstrate nursing care for a patient with a gastrointestinal disorder utilizing the following procedures:</p> <ul style="list-style-type: none"> <li>a. colostomy care and irrigation</li> <li>b. ileostomy care</li> <li>c. administering gastrointestinal medications</li> </ul> <p>159. Demonstrate nursing care for a patient with a gastrointestinal system disorder to include:</p> <ul style="list-style-type: none"> <li>a. congenital</li> <li>b. metabolic</li> <li>c. nutritional deficiency</li> </ul> <p>160. Demonstrate nursing care for a patient with a disorder of the gastrointestinal system to include:</p> <ul style="list-style-type: none"> <li>a. periodontal disease/pyorrhea</li> <li>b. appendicitis</li> <li>c. peritonitis</li> <li>d. Crohn's disease</li> <li>e. diverticulosis/diverticulitis</li> <li>f. ulcerative colitis</li> <li>g. pancreatitis</li> <li>h. cholecystitis with cholelithiasis</li> <li>i. portal cirrhosis</li> <li>j. hepatitis</li> <li>k. pancreatitis</li> </ul> <p>161. Demonstrate nursing care for a patient with a gastrointestinal system disorder to include:</p> <ul style="list-style-type: none"> <li>a. hemorrhoids</li> <li>b. pilonidal cyst</li> <li>c. rectal fissure/fistula</li> <li>d. neoplasm of the gastrointestinal system</li> </ul> <p>162. Demonstrate nursing care for the patient with a surgical correction of the gastrointestinal system.</p> <p>163. Compare oncology laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>164. Demonstrate nursing care for the oncology patient receiving:</p> <ul style="list-style-type: none"> <li>a. surgical intervention</li> <li>b. radiation therapy</li> <li>c. chemotherapy</li> </ul> <p>Using the following procedures:</p> <ul style="list-style-type: none"> <li>d. special skin care for the radiation site</li> <li>e. patient/family teaching about radiation/chemotherapy</li> <li>f. hazardous material use and disposal precautions</li> </ul> <p>165. Demonstrate nursing care for the oncology patient.</p> <p>166. Compare neurosensory system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<p>167. Demonstrate nursing care for a patient with a neurosensory disorder using the following procedures:</p> <ol style="list-style-type: none"> <li>a. physical assessment</li> <li>b. nursing management</li> <li>c. seizure care</li> <li>d. administering neurosensory system medications</li> </ol> <p>168. Demonstrate nursing care for a patient with a neurosensory system disorder to include:</p> <ol style="list-style-type: none"> <li>a. encephalocele</li> <li>b. spina bifida</li> <li>c. hydrocephalus</li> <li>d. microcephaly</li> <li>e. meningitis</li> <li>f. retinitis pigmentosa</li> <li>g. strabismus</li> <li>h. ectropion/entropion</li> <li>i. ptosis</li> </ol> <p>169. Demonstrate nursing care for a neurosensory system disorder to include the following:</p> <ol style="list-style-type: none"> <li>a. cerebral vascular disorders</li> <li>b. Parkinson's disease</li> <li>c. multiple sclerosis</li> <li>d. myasthenia gravis</li> </ol> <p>170. Complete a nursing care plan for a patient with a neurosensory disorder.</p> <p>171. Demonstrate nursing care using the neurosensory system procedures for the following disorders:</p> <ol style="list-style-type: none"> <li>a. spinal cord injury</li> <li>b. head injury</li> <li>c. headaches</li> <li>d. brain tumor</li> <li>e. cataract</li> <li>f. glaucoma</li> <li>g. otitis media</li> <li>h. otosclerosis</li> </ol> <p>172. Demonstrate nursing care for a patient with an integumentary system disorder to include the following procedures:</p> <ol style="list-style-type: none"> <li>a. therapeutic baths</li> <li>b. compress application</li> <li>c. dressing application and removal</li> <li>d. patient teaching for treatments</li> <li>e. suture/staple removal</li> <li>f. administering integumentary system medications</li> </ol> <p>173. Compare urinary system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>174. Demonstrate nursing care for a patient with a urinary system disorder using the following procedures:</p> <ol style="list-style-type: none"> <li>a. ureteral catheter care</li> <li>b. arteriovenous shunt checks</li> </ol>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>c. bladder training</li> <li>d. administering urinary system medications</li> </ul> <p>175. Demonstrate nursing care for a patient with a urinary disorder to include:</p> <ul style="list-style-type: none"> <li>a. dialysis</li> <li>b. ureteral catheter</li> <li>c. suprapubic catheter</li> <li>d. ileal conduit</li> </ul> <p>176. Demonstrate nursing care for urinary system disorder to include:</p> <ul style="list-style-type: none"> <li>a. exstrophy of the bladder</li> <li>b. hypospadias/epispadias</li> <li>c. cryptorchidism</li> <li>d. polycystic disease</li> <li>e. Wilm's tumor</li> </ul> <p>177. Demonstrate nursing care for a patient with a urinary system disorder to include:</p> <ul style="list-style-type: none"> <li>a. cystitis</li> <li>b. pyelonephritis</li> <li>c. polycystic disease</li> <li>d. urinary calculi</li> <li>e. glomerulonephritis</li> <li>f. bladder tumors</li> <li>g. renal failure</li> <li>h. kidney transplant</li> <li>i. malignant tumors</li> </ul> <p>178. Compare endocrine system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</p> <p>179. Demonstrate nursing care for the diabetic patient using the following procedures:</p> <ul style="list-style-type: none"> <li>a. urine test</li> <li>b. fingerstick</li> <li>c. foot care/skin care</li> <li>d. recognition and nursing interventions for hyperglycemia/hypoglycemia.</li> <li>e. insulin administration</li> <li>f. patient teaching for:</li> <li>g. foot/skin care</li> <li>h. hyperglycemic reaction</li> <li>i. hypoglycemic reaction</li> <li>j. insulin administration</li> <li>k. glucose monitoring</li> <li>l. oral hypoglycemic</li> </ul> <p>180. Demonstrate nursing care for a patient with an endocrine disorder to include:</p> <ul style="list-style-type: none"> <li>a. hyperparathyroidism</li> <li>b. hypoparathyroidism</li> <li>c. hyperthyroidism</li> <li>d. hypothyroidism</li> <li>e. thyroidectomy</li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(954 hours)	<ul style="list-style-type: none"> <li>f. Cushing’s syndrome</li> <li>g. Addison disease</li> <li>181. Complete a nursing care plan for an endocrine disorder.</li> <li>182. Demonstrate nursing care for patient with an endocrine system disorder to include: <ul style="list-style-type: none"> <li>a. hyperpituitarism</li> <li>b. hypopituitarism</li> <li>c. diabetes insipidus</li> </ul> </li> <li>183. Compare reproductive system laboratory and diagnostic findings to normal values and identify deviations from the normal range.</li> <li>184. Demonstrate nursing care for a patient with a reproductive disorder using the following procedures: <ul style="list-style-type: none"> <li>a. patient teaching for breast self-examination</li> <li>b. administer reproductive system medication</li> </ul> </li> <li>185. Demonstrate nursing care for a patient with a reproductive system disorder to include: <ul style="list-style-type: none"> <li>a. uterine myoma</li> <li>b. ovarian tumor/cyst</li> <li>c. chronic fibrocystic breast disease</li> <li>d. cystocele/rectocele</li> <li>e. recto/vaginal fistula</li> </ul> </li> <li>186. Complete a nursing care plan for a reproductive disorder.</li> <li>187. Demonstrate nursing care for a patient with a disorder of the reproductive system to include: <ul style="list-style-type: none"> <li>a. menstrual dysfunction</li> <li>b. menopause complications</li> <li>c. sexual dysfunction</li> <li>d. uterine tumors</li> </ul> </li> </ul>	

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Hopper, P.D. and Linda S. Williams. Student Workbook for Understanding Medical Surgical Nursing (4<sup>th</sup> ed.) F.A. Davis Company, 2010.

Skidmore-Roth, Linda. 2011 Mosby's Nursing Drug Reference. Elsevier Health Sciences, 2010.

Roach, Sally. Introductory Clinical Pharmacology (9<sup>th</sup> ed.). Lippincott, Williams & Wilkins, 2009. \*Optional – Roach, Sally. Study Guide to Accompany Introductory Clinical Pharmacology (Lippincott's Practical Nursing). Lippincott, Williams & Wilkins, 2006.

Rosdahl, Caroline Bunker. Textbook of Basic Nursing. (9<sup>th</sup> ed.). Lippincott, Williams & Wilkins, 2007. \*Optional – Rosdahl, Caroline Bunker and Mary T. Kowalski. Study Guide to Accompany Textbook of Basic Nursing (Lippincott's Practical Nursing). Lippincott, Williams & Wilkins, 2007.

Scanlon, Valerie C. and Sanders, Tina. Essentials of Anatomy & Physiology (6<sup>th</sup> ed.). F.A. Davis Co., 2010. \*Optional – Sanders, Tina and Scanlon, Valerie C. Student Workbook for Essentials of Anatomy & Physiology. F.A. Davis Co., 2006.

Smith-Temple, Jean and Joyce Young Johnson. Nurses' Guide to Clinical Procedures. (6<sup>th</sup> ed.). Lippincott, Williams & Wilkins. 2010.

Venes, Donald J. Taber's Cyclopedic Medical Dictionary (21<sup>st</sup> ed.). F.A. Davis Company, 2009

Timby, Barbara Kuhn and LuVerne Wolff. Fundamental Skills and Concepts in Patient Care, (7<sup>th</sup> ed.) Lippincott, Williams & Wilkins, 2002. \*Optional – Stright, Barbara R. Study Guide to Accompany Fundamental Skills and Concepts in Patient Care. Lippincott, Williams & Wilkins, 2001

Williams, Linda S. Understanding Medical Surgical Nursing. (3<sup>rd</sup> ed.) F.A. Davis Co., 2007. aber's and Workbook required and are included in the package)

Study Guides for Levels I, II, III, and IV

### **REFERENCE BOOKS**

Castillo, Sandra. Calculating Drug Dosages: An Interactive Approach to Learning Nursing Math. F.A. Davis Co., 2011

Dunham, Kelli S. How to survive and Maybe Even Love Nursing School: A Guide for Students by Students (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis Co, 2007.

Dunning, Marshall B. and Frances Fischback. Quick Reference to Common Laboratory & Diagnostic Tests. (5<sup>th</sup> ed.) Philadelphia, PA: Lippincott, Williams & Wilkins, 2010.

Kurzen, Corrine R. Contemporary Practical/Vocational Nursing. (6<sup>th</sup> ed.) Lippincott, Williams & Wilkins, 2008.

## **RESOURCES**

Teacher prepared slides, films, transparencies, and instructional packages.

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/cteststandards.doc>

[National Association for Practical Nurse Education and Service \(NAPNES\)](#), 1940 Duke St., Suite 200, Alexandria, VA 22314. Phone: (703) 933-1003. Fax: (703) 940-4089.

[National Federation of Licensed Practical Nurses \(NFLPN\)](#), 605 Poole Dr., Garner, NC 27529. Phone: (919) 779-0046. Fax: (919) 779-5642.

[National League for Nursing \(NLN\)](#), 61 Broadway, 33rd Floor, New York, NY 10006. Phone: (212) 363-5555.

## **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.
- E. Home assignment, Nursing Care Plans, Patient Care Studies
- F.
- G. Field Trips
- H.
- I. Multi-sensory presentation:
- J.
  - a. charts/models
  - b. films
  - c. overhead
  - d. mock-ups
  - e. audio-visuals

### **EVALUATION**

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

SECTION B – Anatomy and Physiology – Pass all assignments and exams on anatomy and physiology with a minimum score of 80% or higher.

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

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

SECTION E – Pediatrics – Pass all assignments and exams on pediatrics 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 – Psychology – Pass all assignments and exams on psychology with a minimum score of 80% or higher.

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

SECTION J – Laboratory and Clinical Practice – Pass all assignments and exams on laboratory and clinical practice with a minimum score of 80% or higher.



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### 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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