



**Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION**

CHED MEMORANDUM ORDER (CMO)

NO. 10

Series of 1998

**SUBJECT: UPDATED POLICIES AND STANDARDS FOR NURSING
EDUCATION**

In accordance with pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing Nursing Education in the country with the end in view of keeping pace with the demands of global competitiveness, the following policies and standards for Nursing Education are hereby adopted and promulgated by the Commission, thus:

**ARTICLE I
Authorization**

Section 1. Only colleges and universities duly authorized by the Chairman of the Commission on Higher Education shall operate the nursing education program.

Section 2. All nursing education curricula must have prior authorization from the Chairman of the Commission on Higher Education.

Section 3. The rules and regulations are herein prescribed for all colleges of nursing duly recognized or authorized by the government to operate the program.

**ARTICLE II
Mission Statement**

Man is a unique bio-sociocultural being, always in constant interaction with his environment. These interactions affect his state of health.

The nurse assume the caring role of preventing illness, promoting, maintaining and restoring health.

Within the context of the Philippine society, nursing education subscribes to the belief that the national identity, cultural consciousness, moral integrity and spirituality are vital components in the development of a Nurse. A broad liberal education and a multi-disciplinary approach seek to enhance this belief.

Nursing education therefore, aims to prepare a critical thinking nurse generalist who, upon completion of the program, demonstrates beginning professional competencies; and shall continue to assume responsibility for personal professional development, contributing to the enrichment of Nursing through research.

ARTICLE III Administration

Section 1. The college should be administered by a dean who:

- a. is a Filipino citizen
- b. is a current Registered Nurse in the Philippines
- c. is a holder of Master's degree in Nursing

Present deans with Master's degree other than nursing must complete the above requirement within 5 years.

- d. has at least three (3) years of competent teaching and supervision experience in colleges or institutes of Nursing
- e. member of good standing of the ADPCN and PNA

Section 2. The general functions and responsibilities of the Dean of Nursing are to:

- a. Assist the administrators to attain institutional goals, e.g. instruction, research, community extension services and all related matters;
- b. initiate curriculum development programs;
- c. implement faculty development programs;
- d. recommend faculty for appointment, promotion and tenure including leaves and non-reappointment;
- e. approve faculty teaching load;
- f. oversee faculty's academic advisement of the student;
- g. collaborate with student services admission policies and referrals based on established criteria;
- h. ensure adherence to established standard of instruction;

- i. ascertain that requirements for graduation are complied with;
- j. represent the school in professional and community civic affairs;
- k. attend to physical and budgetary resources;
- l. collaborate with the health services in the implementation of instructional programs.

ARTICLE IV Faculty

Section 1. The faculty shall have academic preparation appropriate to teaching assignment. In addition, she/he:

- a. must be a current Registered Nurse;
- b. must be a holder of Master's degree in their major field and/or allied subjects and must have credentials on file available when needed;
- c. must show evidence of competence in the field of specialization;
- d. must have at least one (1) year of satisfactory teaching experience and/or efficient performance in nursing practice.

Section 2. When vacancies occur in the teaching force of the college during the school year, substitute or replacement with similar or higher qualifications should be employed.

Section 3. The following conditions of employment must be observed:

- a. The salary of faculty shall commensurate with their rank.
- b. Nursing courses must be taught by a full time faculty member who shall be responsible for both classroom and related learning experience.
- c. Full-time faculty member may carry a regular teaching load of twenty-four (24) units per semester. One hour of related learning experience supervision is equivalent to one (1) unit credit.

Section 4. The faculty shall be assigned academic ranks in accordance with their academic training and clinical expertise. The recognized ranks are: instructor, assistant professor, associate professor, and professor.

Section 5. The faculty development program play a role in the effective operation of the college. It may consist of:

- a. scholarship grant
- b. provision of study towards a graduate degree
- c. attendance in in-service training programs

Section 6. The teaching load of college faculty members should be as follows:

- a. Dean - not to exceed twelve (12) hours of lecture a week.
The regular full-time load of faculty members is twenty-four (24) unit hours per week.
- b. Government employees who serve part time instructors for non-nursing course must secure permit and may be given a maximum teaching load of nine (9) units.
- c. Part-time instructors employed elsewhere may carry a total load of not more than fifteen (15) units in all the schools in which he teaches.

Section 7. The school must have a faculty manual containing information and policies on all matters pertaining to the faculty.

ARTICLE V
Curriculum
(See APPENDIX A)

Section 1. The minimum requirements for the Bachelor of Science in Nursing (BSN) may be amended or revised subject to the approval of the Commission on Higher Education.

ARTICLE VI
Instructional Standards

Section 1. The institution must maintain a high standard of instruction, utilizing appropriate and update syllabi and instructional strategies which contribute to sound nursing education. A system of supervision should be instituted and implemented for the purpose of evaluating teaching competence.

Section 2. The institution shall provide for a systematic and continuing plan of evaluation of the student's progress through a marking system that is consistent and congruent to set objectives.

Section 3. Credit for the completion of the course is based on the fulfilled requirements for entrance, regular attendance of classes, and proficiency in each subject. The promotional records should be kept in the school for examination in case of any grievance or complaint.

Section 4. The professional nursing subjects must be offered during regular semester observing strictly pre-requisite requirements and sequence.

Section 5. The Dean should see to it that the instructors and students have necessary textbook and instructional materials.

Section 6. The different curricular programs in Nursing may adopt any textbook recommended by the textbook committee and approved by the Dean.

Section 7. Colleges may change textbooks only once in three years.

Section 8. The ratio of faculty to student in science laboratory class is 1:25.

Section 9. The related learning experiences are highly selected to develop competencies in utilizing the nursing process in varying health situations. The following conditions must be observed:

- a. Close correlation of theoretical knowledge to related learning experience. Classroom and RLE is continuum.
- b. Faculty members teaching in the classroom must also teach the students in their related learning experience.
- c. Related learning experiences should be organized considering the objectives set for the course.
- d. Effectiveness and efficiency of the related learning experience, must consider the following factors:
 1. Background knowledge and capacity of the learner.
 2. Size and nature of the learning resources both in institutions and communities.
 3. Adequate number and variety of clientele.
 4. Adequate number and qualified nursing and other personnel.

5. Evidence of quality nursing care services.
6. Ratio of student to clientele depending on the objectives and the capacity of the student.
7. A teacher-student ratio of:
 - 1st level - 1:8 - 1:10
 - 2nd level - 1:8 - 1:11
 - 3rd level - 1:10 - 1:13
 - 4th level - 1:12 - 1:15
- e. Utilization of varied teaching-learning strategies appropriate to the situation.
- f. Evaluation as an integral part of the teaching-learning process, and must be utilize with appropriate feedback mechanism.

ARTICLE VII

Library

Section 1. Every college offering the nursing program should have library resources necessary to general education and nursing. This implies quality and quantity that meet the needs for scholarship and research of students and faculty.

- a. **Quality** refers to such factors as breadth and depth of coverage and representativeness of authorship in various discipline.
- b. **Quantity** refers to the number of holding and reference materials which should be in proportion to the enrollment and needs of the student and faculty.

Section 2. The following are the minimum staff requirements:

- a. the college should have a full time librarian who is a graduate of
- b. library science for the first five-hundred (500) students, two for an enrollment of 1,000 and additional professional librarian for every increase of 1,000 students or fraction thereof.
- c. the college with an enrollment of less than 500 students may employ a librarian with a bachelor's degree, major in library science and at least three (3) years experience in library work.

- d. non-professional or clerical assistants must be provided at a ratio of two non-professionals to one professional.

Section 3. Institutions offering the Nursing Education Program must have its own Nursing library which is:

- a. Adequately provided with all the required textbooks and references as well as currently published books, journals and CD-Roms or equivalent, in Nursing, visual sciences and related health sciences;
- b. Adequately provided with computers with CD-Rom or equivalent, and Internet connections;
- c. Accessible to students and open during school days from the first hour of classes to the last.

Section 4. The following are the minimum requirements for the library quarters:

- a. There should be adequate reading space for the student population.
- b. The reading room should be able to accommodate at one setting a minimum of fifteen to twenty percent (15-20%) of the students' enrollment. The reading room should provide at least 279 sq. m. per reader, a space that includes allowance for furniture and equipment and comfort room.

Section 5. The open-shelf system should be encouraged.

ARTICLE VIII Research

Section 1. The administration should encourage and support research among its students and faculty and promote utilization of research findings for improvement of patient care, education management and other aspects of the nursing program.

ARTICLE IX Laboratory Facilities

Section 1. Colleges and universities should provide for adequate laboratories and lecture rooms.

- a. Schools/colleges offering laboratory science courses should be fully equipped with adequate laboratory facilities for the particular courses being offered. For all laboratory courses there should be adequate laboratory space.
- b. Laboratory classes for the various science courses should be conducted in the college, laboratory designed exclusively of such class.

Section 2. The following are required of science laboratories:

a. Rooms

1. Laboratory rooms should provide adequate working space and free space for the convenience of the students.
2. Rooms should be well-lighted, well-ventilated and provided with accessible safety devices and first-aid facilities.
3. There should be separate laboratory rooms for each of the biological, physical and natural sciences.

b. Facilities

Each laboratory should have a continuous and adequate supply of water and gas. A fire extinguisher should be available and easily accessible.

c. Equipment and Supply

1. There should be enough supplies and apparatus for each laboratory course based on the discipline and number of students.
2. Equipment should be in working order at all times.
3. Teaching aids, such as the following should be made available.

Human skeleton, disarticulated bones, models of internal organs, flip charts or other visual aids depicting blood circulation, human muscles, etc.

d. Experiments

1. Experiments to be performed in a given laboratory subject
2. should be adequate in scope to cover the concepts and theories to be taught/learned in that subject.

3. An experiment must be investigative in nature emphasizing the discovery approach.
4. An experiment should be so designed as to be undertaken by the students with the minimum of teacher participation.

Section 3. Fundamentals of Nursing Laboratory - the rooms used for teaching nursing should have adequate space for demonstration and practice. An amphitheater design is recommended.

Standards for a Skills Laboratory in Levels I & II:

A. PHYSICAL FEATURES

Dimension - 8 meters x 14 meters

Lighting - 12 fluorescent bulbs

Ventilation - air-conditioned (optional)

The Skills Laboratory should be apportioned into:

- 1) a classroom which can accommodate a maximum of 48-50 students at one time and whose ratio per group is one (1) faculty to eight (8) students.

It should be amphitheater in style and blackboards should be movable.

- 2) a Demonstration Room - where students are taught the basic skills and where return demonstrations are performed.

Standard 1 bed : 8 students

This portion of the skills laboratory should not only contain instruments or equipment's found in a hospital setting but should also depict a simulated setting of a community, the home and health centers or lying-in.

B. SAFETY MEASURES

The Skills Laboratory should have at least two doors which will serve as an entrance and exit and there should be a fire extinguisher installed near the door.

ARTICLE X
Admission, Selection, and Retention of Students

Section 1. General Entrance Requirements. - Applicants desiring to enroll in a nursing course must belong to the upper forty percent (40%) of the graduating class of the general secondary course, as certified by the school.

Section 2. The school must have a well-defined promotion and retention policies published and made known to students.

ARTICLE XI
Residence and Unit Requirements

Section 1. As a general rule, a candidate for graduation must have taken the last curriculum year in the college which is to confer the degree. The student should be evaluated according to the criteria or system of evaluation made by the college to determine proficiency in all major courses.

Section 2. No student should be permitted to take a subject until he/she has satisfactorily passed the pre-requisite subjects.

Section 3. A student should be allowed to carry only the regular semestral load. However, graduating students must be guided by issuance's. Units in excess of these requirements shall need a special permit from the Commission on Higher Education.

ARTICLE XII
Dormitory Facilities

Section 1. As a general policy, the school is not required to provide dormitory for nursing students. The school, however, may maintain and manage a dormitory under the following conditions:

- a. The dormitory building should be located in a decent and safe place.
- b. It should be a voluntary basis. (Clearly stated in their catalogues and written in the bulletin boards), without prejudice to the students' performance in the college.
- c. It should be in accordance with the established sanitary practice and comforts such as privacy, provision for sinks, toilet and bathrooms in proportion to the number of boarders.

- c. It should be in accordance with the established sanitary practice and comforts such as privacy, provision for sinks, toilet and bathrooms in proportion to the number of boarders.
- d. There should also be provided a reading room for studying, recreation and social facilities.
- e. This Office shall be constrained to take appropriate action regarding the operation of the school if any of the aforementioned conditions are not met.

**ARTICLE XIII
Accreditation**

Nursing schools are encouraged to undergo accreditation preferably within seven (7) years after recognition.

SO ORDERED.

Pasig City, Philippines, January 21, 1998


ANGEL C. ALCALA
Chairman


MONA D. VALISNO
Commissioner


KATE C. BOTENGAN
Commissioner


ESTER A. GARCIA
Commissioner


ROBERT N. PADUA
Commissioner

APPENDIX A

BACHELOR OF SCIENCE IN NURSING

Curriculum

First Year (Level I)

First Semester

<u>Subjects</u>	<u>Units</u>
English 1 (Comm. Skills)	3
Filipino 1 (Sining ng Pakikipagtalastasan)	3
General Chemistry	5
Mathematics (College Algebra)	3
Philosophy of	3
General Psychology	2
P.E.	(1.5)
C.M.T.	
TOTAL	22

Second Semester

<u>Subjects</u>	<u>Units</u>
English 2 (Comm. Skills II)	3
Filipino 2 (Panitikang Pilipino)	3
Ethics 4	3
Sociology/Anthropology	5
Anatomy and Physiology	2
N-100 (Foundations of Nursing Practice I)	1
Related Learning Experience (RLE)	2
P.E.	(1.5)
C.M.T.	
TOTAL	22

SECOND YEAR (LEVEL II)

First Semester

<u>Subjects</u>	<u>Units</u>
English 3 (Comm. Skills III)	3
Biochemistry	5
Microbiology and Parasitology	4
N-101 (Foundations of Nursing Practice II)	3
Related Learning Experiences (RLE) (102 hrs.)	3
P.E.	2
C.M.T.	(1.5)
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TOTAL	20

Second Semester

<u>Subjects</u>	<u>Units</u>
English 4 (Introduction to Literature)	3
Strategies of Health Teaching	3
Physics	3
Basic Nutrition	3
N-102 (Foundations of Nursing Practice III)	4
Related Learning Experiences (RLE) (204 hrs.)	4
P.E.	2
C.M.T.	(1.5)
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TOTAL	22

THIRD YEAR (LEVEL III)

First Semester

<u>Subjects</u>	<u>Units</u>
English 5 (Variant)**	3
Rizal's Life and Work	3
Philippine History	3
N-103 Nursing Practice I	6
RLE (255 hrs.)	5
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TOTAL	20

Second Semester

<u>Subjects</u>	<u>Units</u>
Economics	3
Philippine Government and Constitution	3
N-104 Nursing Practice II	6
Related Learning Experience (RLE) (357 hrs.)	7
TOTAL	19

FOURTH YEAR (LEVEL IV)

First Semester

<u>Subjects</u>	<u>Units</u>
Asian Civilization	3
N-105 Nursing Practice III	5
Related Learning Experiences (RLE) (204 hrs.)	4
TOTAL	12

Second Semester

<u>Subjects</u>	<u>Units</u>
N-106 Nursing Practice IV	3
Related Learning Experience (RLE) (357 hrs.)	7
Elective Nursing Practice (RLE) (306 hrs.)	6
TOTAL	16

Electives:	Computer and Society	- 3 units
	Guidance and Counseling	- 3 units
	*Educational Psychology	- 3 units
	*Principles and Methods of Teaching	- 3 units
	Test and Measurements	- 3 units

* In lieu of Principles and Strategies of Teaching may take both Educational Psychology and Principles and Methods of Teaching.

** Refer to APCAS Course Description

SUMMARY

	<u>Units</u>
I. <u>General Education</u> -----	73
A. <u>Language and Literature</u> -----	21
English	15
Filipino	6
B. <u>Mathematics and Natural Sciences</u> -----	25
Mathematics (College Algebra)	3
Chemistry (General)	5
Biochemistry	5
Physics I	3
Anatomy and Physiology	5
Microbiology and Parasitology	4
C. <u>Social Sciences</u> -----	27
Philosophy of Man	3
Psychology (General)	3
Sociology/Anthropology	3
Ethics	3
Economics with Tax and	
Agrarian Reform	3
Phil. History & Culture/Roots and Development	3
Phil. Gov't & Constitution	3
Rizal	3
Asian Civilization	3
II. <u>Nursing</u> -----	72
B.	
Nursing 100 - Foundations of Nursing Practice I	2
Nursing 101 - Foundations of Nursing Practice II	3
Nursing 102 - Foundations of Nursing Practice III	4
Nursing 103 - Nursing Practice I	6
Nursing 104 - Nursing Practice II	6
Nursing 105 - Nursing Practice III	5
Nursing 106 - Nursing Practice IV	3
Basic Nutrition	3
*Principles and Strategies of Teaching	3

	35

	<u>**RLE</u>	<u>Hours Equivalence</u>
	<u>Units</u>	
Nursing 100	1	= 51 hours
101	3	= 153 hours
102	4	= 204 hours
103	5	= 255 hours
104	7	= 357 hours
105	4	= 204 hours
106	7	= 357 hours
Elective (RLE)	6	= 306 hours
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	37	= 1887 hours

C. Electives - (3-6)

Educational Psychology	-----	3
Test and Measurements	-----	3
Computer and Society	-----	3
Guidance and Counselling	-----	3
	-----	12

III.

Physical Education ----- 8

1	2 units
2	2 units
3	2 units
4	2 units

Reserve Officer Training Corp - ROTC

1	(1.5 units)
2	(1.5 units)
3	(1.5 units)
4	(1.5 units)

General Education	-----	73
Nursing	-----	72
PE	-----	8

TOTAL ----- 153-159

*Classroom Units

**Related Learning Experiences

DESCRIPTION OF COURSES

GENERAL EDUCATION

Language and Literature

English 1 - Communication Skills I

Basic skills of listening, speaking, reading and writing. (3 units)

English 2 - Communication Skills II

Intermediate skills of listening, speaking, reading and writing. Pre-requisite: English 1. (3 units)

English 3 - Communication Skills III

Advanced skills of listening, speaking, reading and writing. Pre-requisite: English 2 (3 units)

English 4 - Introduction to Literature

A study of the different literary forms - poetry, drama, short story, novel and essay. (3 units)

English 5 - (Variant) Any of the following: Speech Communication; Business English; Technical English or World Literature; Philippine Regional Literature; Asian Literature; Third World Literature. (3 units)

Filipino 1 - Sining ng Pakikipagtalastasan

Listening, speaking, reading and writing. (3 units)

Filipino 2 - Panitikang Pilipino

From its beginning in folk tradition, through colonial periods to the present; to be taught in Pilipino. (3 units)

Mathematics and the Natural Sciences

Mathematics 3 - College Algebra

The real number system, algebraic expressions and operations; relations, functions and their graphs; absolute value, equations and linear inequalities; applications; radicals and exponents; systems of linear and quadratic equations; applications; polynomial equations.

If and whenever possible calculator/computer techniques shall be used. (3 units)

General Chemistry (Inorganic, Organic Chemistry)

The impact of chemistry on man and the environment, the relevance of chemistry to everyday life and current issues that lend themselves to discussion from the Chemist's viewpoint. A brief history of chemistry, atomic theory, chemical bonding, chemicals in food and agriculture, plastics, cosmetics, household chemicals, medicinal use of chemicals, drug and drug abuse, chemicals as poisons, pollution and consumer products. (5 units) 3 units lecture, 2 units laboratory.

Biochemistry

It deals with the study of chemical composition of living cells. This embraces the study of the chemistry of carbohydrates, lipids and protein, nucleic acid and enzymes and their metabolism when taken as food by man. (5 units) 3 units lecture and 2 units laboratory.

Physics for Non-Science Students

Lectures, demonstrations and laboratory on selected topics in classical and modern physics, including: kinetics and Newton's Law of Motion; electric and magnetic fields, fundamental laws of electromagnetism, electromagnetic waves; ideas of quantum physics. The course does not require calculus. (3 units) 2 units lecture and 1 unit laboratory.

Anatomy and Physiology

Study of the structure, functions and adaptation of the human body, with emphasis on physiological regulations, adaptive mechanisms.

Microbiology and Parasitology

The course deals with the physiological and pathogenic properties of bacteria, fungi and viruses as introduction to disease causation. It also deals with the component of the immune system and host-parasite interactions. Laboratory includes the principles and methods of basic staining procedures, biochemical reactions of bacteria and serologic reactions.

Parasitology deals with the study of the life cycle of parasites in relation to the manifestation, control and management of infestations.

Students are introduced to the important vector of diseases and how they transmit pathogenic organisms.

Humanities and the Social Sciences

Philosophy of Man

An inquiry into man as a person and his existence in the world with emphasis on the Filipino in the context of his culture and society. (3 units)

Ethics

Reflection on moral experience. Foundations of moral values ; values and society; the family, the economic society, the political society. Reflection on Filipino values. Contemporary problems: abortion, graft and corruption, violence , poverty, etc. (3 units)

Sociology-Anthropology

An introduction to the basic concepts in Sociology and Anthropology stressing man's interrelationship with other men and also his environment. Basic to the course is the study of culture and social change. (3 units)

Principles of Economics with Taxation and Agrarian Reform

Introduction to Economics. This course surveys the basic concepts of micro-economics, money and banking, economic growth and development and international economics. (3 units)

Philippine History and Development

A comprehensive cultural and socio-economic history of the Philippines from the Pre-Hispanic period to the present. (3 units)

Philippine Government and Constitution

Treats of the growth, organization, functions and workings of the government of the Republic of the Philippines, with emphasis on Philippine Constitution; includes a comparative analysis of the 1935 and 1973 Constitutions. (3 units)

Asian Civilization

A course on the civilization of India and China and their impact on other countries of Asia. It includes the geographical and historical settings of these civilizations. (3 units)

Rizal and His Writings

A study of the biography of Dr. Jose Rizal; a critical view of the social order in which he lived, through an analysis of his works and letters, his opinions on nationalism, government, religion, education, as well as his philosophy of living and the relevance of these ideas to the contemporary Philippine scene. (3 units)

Physical Education

- P.E. 1 - Self-Testing Activities and Gymnastics
- P.E. 2 - Rhythmics and Aquatics I
- P.E. 3 - Individual and Dual Sport
- P.E. 4 - Team Sports

NURSING

Nursing 100 - Foundations of Nursing Practice I

The course orients the student to the Nursing profession. Emphasis is on the caring aspect introducing the nursing process as a framework of Nursing. Concepts of Health, Nurse and Nursing.

2 units Lecture - 1 unit - 51 hours RLE

*Nursing 101 - Foundations of Nursing Practice II

3 units Lecture - 3 units - 153 hours RLE

*Nursing 102 - Foundations of Nursing Practice III

4 units Lecture - 4 units - 255 hours RLE

**Nursing 103 - Nursing Practice I

6 units Lecture - 5 units - 255 hours RLE

**Nursing 104 - Nursing Practice II

6 units Lecture - 7 units - 357 hours RLE

*Concepts, principles and processes basic to the practice of Nursing with emphasis on the promotion and maintenance of health, at various stages of life focusing on mother and child.

**Concepts, principles and techniques of nursing management of sick clients in all stages of development and in any setting; focuses on the care of the sick mother, the child and the family, considers their psycho-social, spiritual and pathophysiological needs/problems.

*****Nursing 105 - Nursing Practice III**

5 units Lecture - 4 units - 204 hours RLE

*****Nursing 106 - Nursing Practice IV**

3 units Lecture - 7 units - 357 hours RLE

*****Practicum of student; consisting of assignment to a group of clients focusing on management, leadership, personal and professional development.**

Nursing Practice Elective (Area of Concentration)

6 units - 306 hours (Related Learning Experiences)

Selected learning and guided experiences of students to enhance competence in the caring role utilizing the nursing process. Focus on concept(s) based on student needs taking into consideration the three levels of care: supportive-educative, partially compensatory and wholly compensatory.

Strategies of Health Teaching

Principles and concepts of teaching with emphasis in teaching health.

Basic Nutrition

This course presents the basic nutrients, their functions, sources, metabolism, physiology and interrelationships. It encompasses human nutritional requirements and importance of good nutrition to one's health, the family and the community. (3 units) 2 units Lecture, 1 unit Laboratory.

Electives

Computer and Society

Introduction into the internal components and the interrelated functions of a computer system, what it can and cannot do and how it can assist in the solution of data processing problems. It includes discussions on the impact of computers on society and the attending computer issues, now and in the future. (3 units) Optional

Educational Psychology

Study of the laws and principles of Psychology as applied to the learning process.

Principles and Strategies of Teaching/Learning

This course introduces prospective teachers to the complex nature of the teaching act. It deals specifically with principles associated with the different instructional operations and curricular management. It includes the role of educational technology in the management of curriculum and instruction and acquaints students with basic concepts fundamental to instruction.

Test and Measurement

This course deals mainly with test construction and evaluative measurement, interpretation of results, marks and marking system. It also deals in part on the fundamentals of educational research and the distinction among the basic methods of testing and researches in education. (3 units)

Guidance and Counselling

This is designed to give prospective teachers and counselors a general review of the entire guidance program and the meaning and purpose of guidance. It acquaints students with the fundamental structure, principles, methods, techniques, tools and instruments of guidance and counseling at the elementary level. It also provides students with understanding of the nature and treatment of the different behavior problems in the classroom. Emphasis is given on the socio-moral development of the individual and the inculcation of the positive attitudes of teachers and toward their roles and functions in guidance.

Physical Education

2 units per semester

Total - 8 units

Reserve Officer Training Corp - ROTC

(1.5 units) per semester

Total - 6 units

**GUIDELINES IN THE IMPLEMENTATION OF DECS ORDER NO. 45, S. 1992,
SPECIFICALLY ON THE ADMISSION OF GRADUATES OF THE GN
PROGRAM INTO THE BSN PROGRAM**

Graduates in Nursing (GN) who wish to go to the BSN program shall fulfill the requirements of the BSN curriculum specified under MECS Order No. 9, s. 1984 according to the following guidelines:

1. Must fulfill the requirements of P.D. No. 146 (requiring NCEE) and its implementing rules and regulations (for graduates after school year 1974-1975). The NCEE cut off score of 70 percentile for those entering the BSN Program does not apply to GN graduates and Bachelor degree holder.
2. Must fulfill admission requirements of the school where student wishes to enroll.
3. Must take all general education subjects specified for the BSN program in DECS Order No. 59, s. 1985 which are as follows:

I. General Education

a. Language and Literature	21 units
1. English	15 units
Communication Skills 1 & 2	6
Effective Writing and Speaking Skills	3
Literary Forms of Expression	3
Survey of Philippine Literature	3
2. Filipino	6 units
Sining ng Pakikipagtalastasan	3
Panitikang Pilipino	3
b. <u>Mathematics and Natural Sciences</u>	25 units
1. Mathematics (College Algebra)	3
2. Chemistry (Inorganic and Organic)	5
3. Biochemistry	5
4. Physics	3
5. Microbiology and Parasitology	4
6. Anatomy and Physiology	5

c.	<u>Social Sciences</u>	27 units
	1. Philosophy of Man	3
	2. General Psychology	3
	3. Sociology Anthropology	3
	4. Ethics	3
	5. Economics with Taxation and Agrarian Reform	3
	6. Philippine History	3
	7. Philippine Government and Constitution	3
	8. Rizal's Life and Works	3
	9. Asian Civilization	3
II.	<u>Nursing</u>	31
	Nutrition	3
	Strategies of Health Teaching	3
III.	<u>Elective</u>	6
d.	<u>Electives</u>	
	Educational Psychology	3
	Test and Measurements	3
	Principles and Methods of Teaching	3
	Computer and Society	3
	Guidance and Counselling	3
	P.E. - 8 units	

ii. Summary

	<u>Lecture Units</u>	<u>Related Learning Experiences</u>	<u>No. of Hours</u>
	<u>Units</u>		
N-105 Nursing Practice III	5	4	204
N-106 Nursing Practice IV	3	7	357
Elective Nursing Practice	-	6	306
TOTAL.....	8	17	867

NOTE: GN program may be credited a maximum of 41 units towards the BSN Program

1. Applicants shall be evaluated on a case to case basis considering the following:
 - a. GN program attended. The student must have taken the following courses or its equivalent:
 1. Fundamentals of Nursing I
 2. Fundamentals of Nursing II with Nursing Process
 3. Nursing Care of the Adolescents, Adults and the Aged I and II
 4. Maternal and Child Nursing I and II
 5. Psychiatric Nursing I
 6. Communicable Disease Nursing
 7. Community Health Nursing I
 8. Primary Health Care
 - b. Experience in Nursing Practice. Experiences obtained must be certified by immediate supervisor and/or administrator. Certification shall include:
 1. Year and length of time in service
 2. Areas of assignment
 3. Evaluation of Performance

Full-time staff nursing experience (hospitals, public health, occupational health nursing, school nursing, military nursing) may be credited twenty (20) hours of Related Learning Experiences (RLE) for every year, but not to exceed two-hundred (200) hours towards Nursing 106.

RELATED LEARNING EXPERIENCES

The BSN Curriculum is a highly innovative curriculum, not only in the content and approach but in the utilization of major concepts and organizing principles so distinctly different from the "traditional" nursing curriculum. The teaching-learning process is best achieved by the proper selection of and organization of learning experiences in a given situation. Hence, the challenges lies greatly in the preparedness and ability of the faculty to organize the learning experiences in the classroom or outside of the classroom based on the identified objectives.

The related learning experiences are viewed in terms of ends to be reached or changes in the behavior of the students and not just in terms of content to be covered or devices to be used. The clinical instructor must be competent in selecting related learning experiences that will provide for continuity, sequence, and integration of principles, concepts, skills and values that have been previously learned in the classroom and other areas.

Needless to say, there is much to be expected of the faculty handling this particular aspect of the teaching-learning process and every consideration to keep her on a high level of performance must be earnestly pursued.

In coming up with the proposed formula for determining cost of related learning experiences per student, consideration was given to (a) Rules and Standards of Nursing Education and the prescribed units and hours for the Related Learning Experiences in the BSN Curriculum, (b) faculty preparation and competence, (c) overhead expenses of the school administration other than salaries.

- A.
1. A class is composed of 48 students
 2. Related Learning Experiences hours required
for whole course 1887 hours
 3. First Year - 1 unit x 17 weeks
Second Year - 2 units x 17 weeks = 102 hours
 - 2 units x 17 weeks = 102 hours
Third Year - 5 units x 17 weeks = 255 hours
 - 7 units x 17 weeks = 357 hours
Fourth Year - 4 units x 17 weeks = 204 hours
 - 7 hours x 17 weeks = 357 hours
Elective - 6 units x 17 weeks = 306 hours
 4. Students in groups for the related experiences
8-11 students to a group - 1st & 2nd year
10-13 students to a group - 3rd year
12-15 students to a group - 4th year

- B. 1. The implementation of the Related Learning Experiences calls for full-time faculty who are qualified and competent to handle the teaching responsibility in as many varied situations as the course and units required. The BSN Curriculum is highly innovative in content and approach in the utilization of major concepts and organizing principles requiring a highly competent instructor. Preparation for the Related Learning Experiences entails more time, if not equal to classroom preparation.
2. It is for the above reason that it was deemed reasonable that faculty remuneration relative to the Related Learning Experiences should be equal to that of the classroom instruction.
- C. 1. Affiliation fees to different hospitals and agencies are not included in the computation.
2. Formula for computing cost per hour to student (Refer to DECS Order No. 82, s. 1989)

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APPENDIX C

SUPPLIES/EQUIPMENT/INSTRUMENTS PER LEVEL: NURSING 101/102

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
1. Man		
Psychosocial Aspect	<p>Depicts Social Graces thru Role Play</p> <p>a) Sets up tables for formal and informal parties, tea party</p> <p>b) Receiving messages thru the telephone</p> <p>Communication technique</p>	<p>tables, plates, spoon and fork, chairs, table linens, napkins, glasses, cups</p> <p>telephone</p> <p>Forms on interviewing techniques</p>
2. Health		
- Personal Hygiene	<p>Handwashing</p> <p>Care of Eyes, Ears, Hair, Teeth, Nails, Feet</p>	<p>Sinks (2)</p> <p>1 surgical 1 kitchen</p> <p>Towels, cotton pledgets, soap, soap dish, orange stick, hairbrush, toothbrush, toothpaste, glass</p>
- Comfort Measures	<p>Bedmaking</p> <p>Bedbath</p> <p>Shampooing</p>	<p>Catch beds (6)</p> <p>1 bed/8 students at one time</p> <p>Tray containing soap dish with soap, alcohol, comb, dusting powder, nail file, nail cutter</p> <p>Bed bath trays (3)</p> <p>Basins (2)</p> <p>Pitcher (2)</p> <p>Face Towel</p> <p>Bath Towel (2)</p> <p>Blankets (7)</p> <p>Rubber Sheet</p> <p>Draw Sheet</p> <p>Kelly pad</p> <p>Pitchers</p> <p>Rubber Sheets</p> <p>Pail (big)</p> <p>Cotton balls for ear plugs</p> <p>Bedside table (6)</p> <p>Footstool (6)</p> <p>Overhead table (1)</p> <p>Pillows (6)</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
3. Nursing Process	<p>History taking Physical Assessment (adult)</p> <p>a) Vital Signs</p> <p>b) Physical Assessment I (Head, Neck, Throat)</p> <p>c) Physical Assessment II (Chest, Thorax, Abdomen)</p> <p>d) Physical Assessment III (Upper and Lower Extremities) Sensory Reflexes</p>	<p>Linens - bedsheet - pillows - drawsheet Screen Rubber Sheet</p> <p>Forms of gathering data Assessment tools (individual & family)</p> <p>B/P Apparatus - mercurial - aneroid Teaching stethoscope Thermometers - oral - rectal VCR Tapes showing assessment of these parts</p> <p>Snellens Chart Penlight Head Mirror Otoscope Screen Nasal Tongue depressor</p> <p>Video tapes showing assessment of these parts Stethoscopes Beds Screen</p> <p>Tapes showing assessment of these parts Reflex hammer Chairs Screen</p>
4. Community		<p>Simulated Community Setting - Houses - Barangay Hall with graphs showing vital statistics of a hypothetical community and spot map - Herbal plants Posters on acupressure</p>
5. Therapeutics	Drug Administration	<p>Drug tray (1) Samples of oral drug like metformin,</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
6. Family	Oral Parenteral Responsible Parenthood Developmental Stages Antenatal	iron preparation, oxytocics "IM" Tray Tuberculin syringe (1) Syringes: 2 cc, 5 cc, 10 cc Needles: g. 20, 21, 22, 23, 24, 25, 26 Container for cotton balls for dry and with alcohol Kidney basin Visual aids/samples of different F.P. methods
	Natal / Delivery	Examining Table Drapes Fetoscope CHN bag containing: <ul style="list-style-type: none"> - test tubes (2) - test tube holder (1) - alcohol lamp (1) - solutions Benedict, acetic acid - thermometers <ul style="list-style-type: none"> oral (1) rectal (1) Tape measure (1) Weighing scale - spring (1) B/P Apparatus Stethoscope Outside the CHN bag <ul style="list-style-type: none"> - Kelly forceps (2) - Kidney basin (1) - Catheter - Fr. 8, 10, 12 (1 each) Shaving tray (1) <ul style="list-style-type: none"> - Jar of cotton balls with liquid soap - Graduated pitcher w/ flushing solution <ul style="list-style-type: none"> - Forceps soaked in disinfectant solution - Razor with blade - Kidney basin Enema Tray (1) <ul style="list-style-type: none"> - Irrigator can with rubber tubing and clamp - Enema tip - Jar for lubricant - Container of cotton balls

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
	Newborn care	<ul style="list-style-type: none"> - Graduated enamel pitcher - Bath thermometer - Toilet paper - Kidney basin Perineal Tray <ul style="list-style-type: none"> - Enamel jar for cotton balls - Round nose forceps soaked in a solution - Enamel pitcher - Kidney basin DR Tray <ul style="list-style-type: none"> - Kelly forceps (2) Mayo (1), straight (1) Scissors - Catgut - Needle holder - OS - Anesthetics IM Tray containing <ul style="list-style-type: none"> oxytocics/Vit.K syringe and needle container for cotton balls DR Table Kelly pad and bucket Cord Dressing Tray (1) <ul style="list-style-type: none"> - Jar of cotton pledgets - Jar of cotton balls - Jar of O.S. - Bottle of disinfectant - Bottle of alcohol - Jar of cord dressing - Sterile cord dressing - Scissors - Sterile forceps - Kidney basin Oil Bath Tray <ul style="list-style-type: none"> Jar of cotton balls Baby oil Kidney basin Baby's blanket Ophthalmic ointment Crib w/ baby doll Tape measure Weighing scale Baby's layette <ul style="list-style-type: none"> - diapers - binders - dress

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
		<ul style="list-style-type: none"> - blanket - safety pins - mittens - booties
		<p>Formula Tray (1)</p> <ul style="list-style-type: none"> - Sterilizer - Feeding bottles w/ cover - Nipples - Measuring glass - Formula - Can opener
	Post Natal	<p>Perineal Tray</p> <p>Perilight</p> <p>Breast tray</p> <ul style="list-style-type: none"> - jar of cotton balls - jar for sterile H₂O - Breast pump <p>Medicine tray with oral cytocios</p> <p>Instruments for taking vital signs</p> <p>Baby</p> <p>Crib</p> <p>Immunization Tray (BCG)</p> <ul style="list-style-type: none"> - jar of cotton w/ H₂O - Tuberculosis syringe w/ needle g. 25 or 26 - kidney basin <p>ECG vaccine</p> <p>Baby's layette</p> <p>Simulated Home Setting</p> <p>Improvised bed</p> <p>Earthen jars or equivalent</p> <p>Improved bed</p>
	Care of the Newborn at Home	<p>Articles for bathing by basin with warm water</p> <ul style="list-style-type: none"> - towels - cottons - soap in soap dish - wash cloth or face towel - baby dress - diapers/pins
	Care of the postpartum mother	<p>Assessment tools</p> <p>B/P apparatus</p> <p>thermometer</p>
	Well Baby Clinic	<p>Immunization Tray (DPT, Polio vaccines)</p> <p>Weighing scale</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<u>Suggested Models:</u>	<u>Visual Aids</u>	<u>Instructional Aids</u>
1. Pregnant Models	Breastfeeding	Physical Assessment tapes
2. Newborn Models	Growth Charts	MMDST Kit
3. Pelvic Models	Immunization Schedules Developmental Landmark Family Planning Methods	
	<u>COMMUNITY SETTING</u>	
1. Home	1. Improved Bed or Bamboo Bed 2. Water Container 3. Hammock/Baby 's Cradle 4. Basin-medium sized	(1) (1) (1) (1)
2. Health Center	1. Nurse's Station 1.1 Charts/Folders 1.2 Chart Rack 1.3 Records File 1.4 Chair/Table 2. Well-Baby Clinic 2.1 Examination Table 2.2 Infant's Weighing Scale 2.3 Immunization Tray 2.3.1 Syringes Tuberculin 2 cc 2.3.2 Needles # 23, 24, 25, 26 2.3.3 Bottle for dry cotton balls Bottle for cotton balls with alcohol 2.3.4 Cotton balls	(1) (10) (1) (1) (1 each) (1) (1) (1) (1) (1) 1 each (4) (1) (1)

1. One Nursing Laboratory accommodating 48-50 students only at a time would suffice if there are only 2-5 sections per level.
2. One nursing laboratory for level II and another nursing laboratory for level III are needed if there are 6-10 sections of 48-50 students/section.

Nursing 103/104

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
Community	A. Family Nursing Process A.1. Care of Family with Health Problems (Family Case Study)	- Interview Guideline/Client Profile - Typology of Family Nursing Problems - Family Nursing Care Plan - CHN Bag - complete
Concept of Surgery/Pain	A. Pre-op Care A.1 Consent for Operation A.2 Pre-op teachings A.3 Psychological Preparations A.4 Physical Preparation - Bowel Prep - Skin prep A.5 Pre-op Checklist A.6 Pre-op meds	- Consent Form - NPO tags - Shaving Tray (razor/blades, gauze, pads, emesis basin, cleansing solution) - Pre-op Checklist form - Syringes, needles, pre-op meds
	B. Intra-operative B.1 Principles of Surgical Asepsis Asepsis a. Surgical Handwashing/Handscrub b. Gloving/gowning c. Opening Sterile Packs d. Picking up/transferring sterile objects e. Cleaning/sterilizing/packing instruments	- <u>Operating Room</u> +sink with foot pedals running water, sterile hand towels, soap containing germicide (Phisobex) +Hand brush, Orange stick +Sterile gloves/gowns +Masks, caps +Surgical Instruments/Sterile Packs =Major Set =Minor Set +Operating table +Work area for cleaning and preparing equipment for sterilization +Autoclave
	C. Immediate post-op	- <u>Recovery Room</u> + oxygen, suction, amp
	D. Post-op	- <u>Ward Room</u> +Surgical bed +oxygen, suction dressing tray
Concept of Oxygenation	A. Respiratory Therapy A.1 Tuning, Cough, Deep breathing A.2 Steam Inhalation A.3 Nebulization A.4 IPPB A.5 Bronchial clapping	- Blow bottles Incentive Spirometer - Steam Inhalator - Nebulizer (Solutions used for Nebulization) - IPPB Machine

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
V. Fluids and Electrolytes	A.6 Postural Drainage	
	B. Oxygen Therapy	
	B.1 Oxygen Mask/Cannula/Nasal Prongs	-Oxygen tank, oxygen regulator (flowmeter), humidifier Distilled water
	B.2 Oxygen Tent/Croupette	
	B.3 T-tube	
	B.4 Ambu-bag	-Oxygen Cannula/Catheter, Nasal Prongs Oxygen Mask - Croupette/Oxygen Tent - T-Tube, Ambu-bag
	C. Suctioning	- Suction Machine
	C.1 Oral Nasal Suctioning	- Suction Catheter
	C.2 Endotracheal/Tracheostomy	- Gloves/Pick-up forceps
	C.3 Tracheostomy Care	- Solution for rinsing and soaking suction catheters - Tracheostomy Care Set
	D. Chest Drainage (Care of Patients with Chest Tube)	- One-way Water Seal Drainage - Two-way Water Seal Drainage - Three-way Water Seal Drainage
	A. IV Therapy	
	A.1 . IV Fluid Administration	
	a. Preparing the intravenous infusion equipment	- IV tray -Intravenous Infusion Set Macrodrop/Microdrip
b. Starting/hanging IV	-IV-Needles (Butterfly/Angiocatheter)	
c. Calculating IV drops	- IV Fluids (hypertonic, isotonic, hypotonic solution) (1,000 cc., 500 cc., 250 cc.)	
d. Types of IV fluids and indications		
e. Discontinuing IV Fluids	- Arm board/ Splint	
A.2 Blood Administration		
a. Whole Blood	- Blood Transfusion Set	
b. Packed RBC	- IVB Tray - Normal Saline Solution 500 cc., IV tubing	
B. Administration of Drugs thru IV		
B.1 Administration thru Volume Control Set	- IV Tray - Soluset/Buretrol	
B.2 Administration thru IV Push/Bolus	- Syringe, needles	
B.3 Administration thru piggy back/side drip	- IV tubings, IV stand	
C. Central Venous Pressure Monitoring (CVP)	-CVP Manometer - D5W500 cc./IV Stand	
D. Intake and Output		
D.1 Measure Intake - oral, IV, drainage, emesis	- Measuring cup/glass - Intake and output sheet - Empty IV bottles or measuring cup	

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES	
Metabolism	D.2 Measure Output - Urine, stool, drainage, emesis	- Kidney basin	
	E. Urinary Catheterization E.1 Catheter Insertion E.2 Maintaining Indwelling Catheter E.3 Bedside Urinary Bag E.4 Catheter Care	- Urinary Catheterization Set - Urinary Catheters + Straight Catheter + Foley Catheter - Bedside Urinary bags/ leg bag	
	A. Nutrition A.1 Oral feedings A.2 Artificial Feedings a. NGT Feedings b. Gastrostomy Feeding	- Weighing Scale - Naso-gastric tubes - Asepto-Syringe - Tube Feedings - Measuring Cup	
	B. Gastric Irrigation - Gastric Lavage	- NGT, normal saline solution, Asepto-syringe, kidney basin	
	C. Testing specimens for sugar C.1 Urine testing for sugar/acetone C.2 Random Blood Sugar	- Benedict's Test - Clinistest Tablet, test tape, or Plastix - Ketostix, Acetest - Haemoglucose test	
	D. Insulin Administration	- Insulin Syringes, needles, alcohol swabs - Insulin meds - short, intermediate and long-acting - Illustration : Areas of the body to be used as injection sites	
	E. Enema E.1 Cleansing enema (Soap suds enema) E.2 Retention Enema E.3 Fleet enema	Enema set - enema cas, rectal tubings, gloves, rubbers sheet, solution, tissue paper	
	VI. Immunology	A. Medical Asepsis A.1 Handwashing A.2 Care of linens and supplies A.3 Gloving & gowning A.4 Dressing change	- Isolation Room - soap, running water - gloves, gowns, mask - antiseptic solution
		B. Isolation Technique - Reverse Isolation technique	- Isolation tags - Isolation bag
	VII. Reproduction/ Sexuality	A. Assisting in Gynecological Exam	- Gynecological exam table, speculum, gloves, lubricant specimen bottles/slides

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<p>VIII. Perception and Coordination</p>	<p>B. Vaginal douche C. Administration of vaginal suppository A. Neurological Examination A.1. Mental Status A.2. Sensory/motor A.3. Cranial nerve exam B. Diagnostic Test - lumber tap C. Traction C.1. Type of Traction C.2. Application of skeletal balance traction D. Cast D.1. Types of Casts and indications D.2. Cast Application E. Demonstration on: E.1. Active/passive exercises E.2. Isometric exercises E.3. Turning - log rolling technique Spinal cord injury F. Ambulation F.1. Assisting in simple ambulation F.2. Ambulation with crutches, walker and cane</p>	<p>- Vagina douche set - Sheets for draping - Sphygmomanometer, thermometer, penlight, tuning fork, reflex hammer - Ophthalmoscope, Snellen's chart - Otoscope, Pins - Lumber tap set - Models (dolls) with different type of traction - Orthopedic bed, Balkan frame, overhead trapeze, Thomas splint with Pearson attachment traction and suspension weights, cords - Models (dolls) with different types of casts - Plaster of Paris, wadding sheet, warm water, pail - Bed - Footboard - Stryker frame - Circu-electric bed - Crutches, walker, cane</p>
<p>IX. Cellular Aberration</p>	<p>A. Diagnostic tests A.1. Breast self examination (BSE) A.2. Biopsy B. Therapy B.1. Radiation Therapy B.2. Chemotherapy C. Ostomy care C.1. Colostomy/ileostomy care C.2. Colostomy irrigation</p>	<p>- biopsy set - Radiotherapy room - Lead apron - Chemotherapeutic agents - Colostomy/ileostomy appliances - Colostomy irrigation set</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
X. Acute Biologic Crisis and Emergency	<p>A. Emergency Interventions</p> <p>A.1 First Aid</p> <p>A.2 CPR</p> <p>A.3 Emergency cart/code cart</p> <p>A.4 Defibrillator</p> <p>A.5 Cardiac Monitoring</p> <p>A.6 Mechanical Ventilation or respiration</p> <ul style="list-style-type: none"> - pressure cycle ventilation - volume cycle respiration <p>A.7 Use of Ambu bag</p> <p>A.8 Use of endo-tracheal tube</p> <p>A.9 Use of airway</p> <p>B. Care of high-risk newborn</p> <p>C. Dialysis</p> <ul style="list-style-type: none"> - Hemodialysis - Peritoneal dialysis 	<ul style="list-style-type: none"> - Emergency kit/cabinet - Code cart with emergency drugs and gadgets - Cardiac board - Defibrillator - EKG machine/cardiac monitoring device - Ambu bag - Endotracheal tube - airway - Isolette/incubator/Billy light - Hemodialysis machine (optional) - Peritoneal dialysis set, dialyzing solution (Impersol), drainage bottles
XI. Maladaptive Patterns of Behavior	<p>A. Process Recording</p> <p>B. Nursing Intervention</p> <p>B.1 Art/play therapy</p> <p>B.2 Remotivation therapy</p> <p>B.3 Group therapy</p>	
XII. Recording/Reporting	<p>A. Receiving and giving of endorsement</p> <p>B. Recording</p> <ul style="list-style-type: none"> - Nurse's notes 	<ul style="list-style-type: none"> - Mocked Nurses Station - Kardex - Chart <ul style="list-style-type: none"> - Progress notes and nurse's notes - Medication sheet - Medicine cards - I & O sheet - Graphing sheet (VS) - Doctor's Order sheet
XIII. Patient's discharge planning	<p>A. Discharge planning</p> <p>A.1 Medication</p> <p>A.2 Treatment/activities</p> <p>A.3 Health teaching</p>	<ul style="list-style-type: none"> - Discharge instruction plan

**LEVEL IV
MANAGEMENT & LEADERSHIP SKILLS**

Hospital

I. Reference Materials

1. Procedure manual
2. Ward manual (policies, SOP, Protocol)
3. NS manual (org. chart, philo. & obj., job description, etc.)
4. PDR/PIMS
5. Medical dictionary
6. Nursing textbooks (Med-surgical, MCN, Psych., Pharma)
7. Hospital Bulletin
8. Hospital directory
9. Telephone directory

II. Office Supplies

- | | |
|------------------------|-----------------|
| 1. stapler | 8. staple wires |
| 2. puncher | 9. thumb tacks |
| 3. staple wire remover | 10. fastener |
| 4. spindle | 11. pentel pens |
| 5. pencil | 12. ruler |
| 6. rubber bands | 13. eraser |
| 7. calendar | 14. paste/glue |

III. Equipment

- | | |
|----------------------|----------------------------|
| 1. BP apparatus | 16. flushing tray |
| 2. stethoscope | 17. side rail |
| 3. charts | 18. oxygen gauge |
| 4. Kardex Holder | 19. monkey wrench |
| 5. Cardiac board | 20. bedpan |
| 6. clip board | 21. urinal |
| 7. bed tags/door tag | 22. pitcher |
| 8. foot stool | 23. kidney or emesis basin |
| 9. foot board | 24. sputum cup |
| 10. wall clock | 25. pail |
| 11. drop light | 26. flashlight |
| 12. weighing scale | 27. water jug |
| 13. IV stand | 28. boiler/kettle |
| 14. medication tray | 29. can opener |
| 15. treatment tray | 30. garbage can |

31. funnel
32. mortar & pestle
33. specimen bottles
34. ice pick

35. bandage scissors
36. tape measure
37. rubber sheets
38. drinking straw

IV. Fixture

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. medicine cabinet 2. bulletin board 3. chart rack | <ol style="list-style-type: none"> 4. emergency cast 5. screen 6. medicine & treatment card rack |
|---|---|

V. Appliance

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. wheelchair 2. stretcher | <ol style="list-style-type: none"> 3. refrigerator 4. electric stove |
|---|--|

VI. Records

1. Hospital forms
2. Logbook - articles, inventory, borrowed articles, req.

VII. Linen

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. bedsheet 2. drawsheet 3. pillowcase 4. bath towel 5. hand towel 6. camisa | <ol style="list-style-type: none"> 7. pajama 8. curtain 9. HWB, ice cap cover 10. strap/restraint 11. laundry bag |
|---|--|

Community

HEALTH CENTER

I. Fixtures

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Examining table 2. Table & chair 3. Bench 4. Cabinet - emergency, med., supplies | <ol style="list-style-type: none"> 5. Shelf - files 6. Screen/divider 7. Blackboard 8. Comfort room 9. Sink w/ running water |
|--|---|

II. Equipment/Supplies

1. CHN bag
2. Cold chain bag
3. Weighing scale
4. Thermometer
5. BP apparatus
6. Tape measure
7. Nutrition arm band
8. Dressing tray
9. Rubber sheet
10. Microscope
11. Bunsen burner
12. Pick-up forceps
13. Disinfecting solution
14. Kidney basin
15. Gauze
16. Cotton balls
17. Test tubes & slides
18. Gloves
19. Specimen bottles
20. Waste cans
21. Water container
22. Pail
23. Flushing can
24. Ice box
25. Domiciliary delivery bag
26. Injection tray - syringes
and needles
27. Medicine glass
28. Stove
29. Kettle
30. Bandage scissors
31. Wash basin

III. Records

1. Record book
2. Envelops/Folders - for family record
3. Health records

IV. References

1. Manual for Herbal Medicines/Acupressure
2. PIMS or PDR
3. Director of Agencies - GO & NGO (health and health related)

V. Office Supplies

1. stapler
2. staple wire remover
3. puncher
4. fastener
5. envelopes/folders
6. forms
7. pentel pen
8. chalk & eraser
9. index cards
10. calendar
11. pencil & eraser

VI. Linens

1. sheets
2. hand towels

VII. Instructional Materials

1. Charts - Anatomy
2. Posters
3. Spot map

I. Emergency Medicines

- | | |
|-------------------|------------------|
| 1. Antipyretics | others: |
| 2. Antihistamines | 5. Anthelmintics |
| 3. Coagulants | 6. Vitamins |
| 4. Oxytocics | 7. Vaccines |
| | 8. Reagents |

IX. Housekeeping Materials

- | | |
|----------------|--------------|
| 1. broom | 4. soap |
| 2. dust cloths | 5. floor map |
| 3. dust pan | |

Section 4. Nutrition - A laboratory separate from the hospital diet kitchen is required.

a. Provision should be made for the following:

1. Equipment

- a. Individual desk/stools, kitchen utensils and gas or elastic plates
- b. Sink
- c. Cabinet for supplies and storage
- d. Refrigerator
- e. Blackboards/Bulletin boards
- f. Clock
- g. Scales
- h. First Aid Kit
- i. Fire Extinguisher

2. Audio-visual aids such as posters, charts, statistical graphs, models, sample menus for Filipino families.

Section 5. Clinical Facilities and resources for related learning experiences should include lying-in, schools & industrial establishment, community agencies, out-patient clinics and general and special hospitals.

a. The hospital maybe independent or owned and operated by the institution or utilize by the college in accordance with the contractual agreement between the college and the hospital which clearly specifies the

responsibilities of each party. The minimum capacity of 100 beds and the minimum bed occupancy of eighty percent are required of every based hospital.

- b. The hospital/agency utilized by the students for clinical experience should be accredited by the Bureau of Medical Services as a 100-bed teaching hospital with general services.
- c. Parties to the contract of affiliates should provide and maintain an environment conducive to the attainment of the teaching-learning objectives. Open communication should exist among the nursing, medical staff and the school personnel. The college and the hospital/ agency should establish effective coordination and cooperation.
- d. The hospital service should be provided with an adequate staff personnel and qualified professional and non-professional personnel.
- e. There should be an adequate number of patients varying in age, sex, and types of illness desired for teaching learning experience of different curricular levels.
- f. Provision should be made to adequate, physical facilities, supplies and equipment for good nursing care and students' learning experience. Conference rooms suitable for ward classes should be provided.
- g. The communities used for the students' learning either urban or rural should have the following components:

1. Facilities

- a. Classroom for conference
- b. Library
- c. Comfort Room
- d. Dressing Room

2. Faculty

- a. The faculty member of the college and the Public Health nurse of the agency should work together.
- b. The pharmacists, or anyone, who may be expert in herbal medicine should be a member of the teaching team.