



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

CHED MEMORANDUM ORDER (CMO)

NO. 30

Series of 2001

**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 meeting the health needs of the people through quality health services and keeping it relevant and apace 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. The authorization to open a nursing school shall be based upon the written recommendation of the Board of Nursing (BON), Professional Regulation Commission (PRC) and the National Student Affiliation Committee (NSAC), Department of Health (DOH) and the approval of the Commission on Higher Education (CHED).

Section 2. All nursing programs must have prior authorization from the Commission on Higher Education.

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

ARTICLE II
MISSION STATEMENT

Person is a unique bio-psycho-socio-cultural and spiritual being, always in constant interaction with his environment. These interactions affect his state of health.

The nurse assumes the caring role in the prevention of diseases, promotion and restoration of health, alleviation of suffering and when recovery is not possible towards a peaceful death.

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 practitioner who, upon completion of the program, demonstrates beginning professional competencies; and shall continue to assume responsibility for personal and professional development, and utilizes research findings in the practice of the profession.

ARTICLE III ADMINISTRATION

Section 1. The college should be administered by a full-time 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;
- d. has at least five (5) years of competent teaching and supervisory experience in colleges or institutes of Nursing;
- e. is an active member of good standing of the Association of Deans of Philippine Colleges of Nursing (ADPCN) and the accredited national nurses association

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 leave 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 standards 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 and other academic units 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 must :

- a. be a Filipino citizen;
- b. be a current Registered Nurse in the Philippines;
- c. be a holder of Master's degree in their major field and/or allied subjects;
- d. have at least three (3) years of clinical practice in the field of specialization;
- e. be a member of good standing of the accredited national nursing association

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

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

- a. The salary of faculty shall be commensurate with their rank.
- b. Full time faculty member who shall be responsible for both classroom and Related Learning Experience (RLE) must teach nursing courses.

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 plays a role in the effective operation of the college. It consists of activities and programs towards the development of the faculty for intellectual, personal, and professional as well as moral and spiritual growth. The program may be in the form of:

- a. scholarship grant
- b. graduate studies
- c. in-service and continuing training programs

- d. clinical skills enhancement for at least two weeks a year

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

- a. Dean - not to exceed a total of six (6) units of lecture in a semester.
- b. Full-time faculty members may carry a regular teaching load of 15-24 units per semester. One hour of related learning experience supervision is equivalent to one (1) unit credit.
- c. Government employees who serve part time faculty for non-nursing course must secure permit from the employer and may be given a maximum teaching load of nine (9) units.
- d. Part-time faculty employed full-time elsewhere may carry a teaching load of not more than 9 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 Annex A)

Section 1. The Bachelor of Science in Nursing (BSN) curriculum may be amended or revised provided it meets the minimum requirements of the Commission on Higher Education.

ARTICLE VI INSTRUCTIONAL STANDARDS

Section 1. The institution must maintain a high standard of instruction, utilizing appropriate and updated syllabi and instructional methods/strategies that contribute to sound nursing education.

- a. The professional nursing subjects must be offered observing strictly pre-requisite requirements and sequence.
- b. Credit for the completion of the course is based on the fulfillment of curricular requirements.
- c. The ratio of faculty to student in science laboratory class is 1:25; in regular classroom is 1:50.
- d. 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.

- e. A system of supervision should be instituted and implemented for the purpose of evaluating teaching performance.
- f. There should be a regular academic audit of instructional resources such as syllabi, textbooks and others.
- g. Record management must be maintained.

Section 2. The Related Learning Experiences (RLE) are highly selected to develop competencies utilizing the nursing process in varying health situations. The following conditions must be observed:

- a. There should be close correlation of theoretical knowledge to related learning experience. Classroom and RLE activities must be congruent.
- b. Classroom and RLE is a continuous process. Faculty teaching in the classroom must continue to teach the students in their RLE.
- c. Related learning experiences are organized around the objectives and competencies set for the course and all students must be able to achieve such.
- d. Faculty compensation is based on the computation of one (1) hour RLE is equivalent to one (1) lecture hour.
- e. 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 of qualified nursing and other personnel.
 - 5. Evidence of quality nursing care services.
 - 6. Compliance with the required equivalence of fifty one (51) hours to (one) 1 unit RLE
 - 7. Ratio of student to clientele depends upon the objectives and the capacity of the student. The ratio of student to clientele is:

Level	1st Sem	2 nd Sem
III	1:1	1:2
IV	1:2-3	1:3-5

8. A faculty-student ratio of:

Level	1st Sem	2 nd Sem
III	1: 8-10	1:8-12
IV	1:12-15	1:12-15

- f. Utilization of varied teaching-learning methods/strategies appropriate to the situation.
- g. Evaluation is an integral part of the teaching-learning process and must utilize appropriate feedback mechanism.

ARTICLE VII LIBRARY

Section 1. Every college offering the nursing program should have library resources necessary for 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 disciplines.
- 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 registered librarian
- b. the librarian must be a graduate of BS in Library Science with three (3) years experience in library work
- c. the ratio of librarians to clerical and other staff will vary depending upon the range of operations and services provided by the library and upon its total workload requirements.

For first 500 students - one full-time Librarian and three full-time support staff

For every additional 1,000 students - one additional full-time Librarian or a major fraction thereof

Section 3. Minimum library holdings:

- a. Must be adequate to the curricular, instructional, research, and recreational needs of its clientele. The collection should consist of up-to-date and relevant books, serials, pamphlets, documents and non-book materials, and electronic resources (used with computers). The provision of textbooks is not the responsibility of the library but a maximum of five (5) copies of frequently used materials shall be provided. In the matter of reserve books, a provision of at least one copy for every twenty-five (25) students is deemed sufficient.
- b. The availability of CD-ROMs and online databases may replace one or more of the library requirements, depending on the number of full-text titles/volumes contained therein. Particular consideration shall be given to the availability of Internet services to supplement the library's collection of information resources.
- c. In addition to the core book collection, a core periodical collection of current and relevant titles (local and foreign) shall also be provided. The recommended number of periodicals based on enrollment are as follows:

Enrollment	No. of Periodicals
less than 1,000 students	50
1,001 - 3,000	75
over 3,000	100

- d. The selection shall also include an extensive Filipiniana collection to meet the ever increasing demand of users for this type of materials. A comprehensive acquisition of current Filipiniana titles relevant to the school's curriculum is strongly recommended. It is recommended that this Filipiniana collection be separated from the general collection for purposes of identity, preservation, and functionality of use.
- e. A regular weeding program shall be undertaken to keep the collection relevant and up-to-date.

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

- a. The building shall provide adequate space for housing the library's collection in whatever format, for study and research, and for staff workroom and offices. In addition, provision for future expansion should be made.
- b. The library should be accessible to members of the faculty, students and employees of the institution.

- c. The facilities shall be attractive and designed to provide safety, and promote operational efficiencies and effectiveness of use.
- d. Suitable space for staff workroom, offices, lounge should be available.
- e. The size of the library building shall take into account the size of its total user population, the extent and nature of its collection, and the size of its staff.
- f. The library should be adequately lighted, properly ventilated, and acoustically suited for quiet reading, aesthetically attractive and properly maintained.
- g. The library should be open and accessible beyond class hours.

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 nursing care, educational management, and other aspects of the nursing program.

Section 2. There should be a budget for research and publications.

ARTICLE IX LABORATORY FACILITIES (SEE ANNEX C)

Section 1. The Policies and Standards on Laboratory Facilities for Undergraduate Level of Biology, Chemistry, Geology, Mathematics and Physics laboratory shall be followed.

Section 2. Nursing Skills Laboratory - The rooms must have adequate space with adequate instruments and equipment simulating a hospital setting, community, home and health centers or lying in. It should have at least two (2) doors, which will serve as an entrance and exit and there should be a fire extinguisher installed near the door. It should be apportioned into:

- 1) a classroom which can accommodate a maximum of 48-50 students at one time. It should be amphitheater in style.
- 2) a demonstration room where there is one (1) bed to eight (8) students at one given time.
- 3) for specific equipment and supplies, please see Annex C

Section 3. Clinical Facilities and resources for related learning experiences should include lying-in, schools & industrial establishment, community agencies, out-patient clinics and general, special and specialty hospitals.

- a. The hospital maybe independent or owned or operated by the institution or utilized 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 base hospital.
- b. The hospital/agency utilized by the students for clinical experience should be accredited by the Bureau of Licensing and Regulation of the Department of Health as a 100-bed teaching hospital with general services.
- c. Parties to the contract of affiliation 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 nursing service should be provided with a plantilla position of a training coordinator and the required staffing composed of qualified professional and non-professional personnel.
- e. There should be an adequate number of patients varying in age, sex, level/acuity and types of illness desired for teaching-learning experience of different curricular levels.
- f. Provision should be made for adequate physical facilities, supplies and equipment for effective nursing care and students' learning experiences. Conference rooms suitable for ward classes should be provided.
- g. The hospitals and community health agencies used for the students' learning either urban or rural should have the following components:
 1. Classroom for conference
 2. Library
 3. Comfort Room
 4. Dressing Room
 5. Lounge
 6. Locker
- h. The faculty and the nursing service personnel of the affiliation agency should work together in the planning, implementation and evaluation of student's experiences

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 principal/registrar.*

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

Section 3. Admission quota must consider the capability of the school to provide the following:

- a. qualified faculty
- b. teaching/learning resources
- c. resources of the base hospital
 - clientele
 - staffing
 - facility
 - number of student affiliates

Section 4. Monitoring of the Admission Quota will be periodically done by the Commission on Higher Education (CHED) with the assistance of ADPCN and the Professional Regulation Commission (PRC), Board of Nursing.

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 required 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 issuances.

*This provision holds true until R.A. 7164 is repealed.

ARTICLE XII
GRADUATE NURSE TITLE

Holder of the diploma Graduate in Nursing (GN) who wish to pursue baccalaureate degree of a nursing program and has been active in the nursing practice should submit records of experiences, credentials, seminars and workshops attended within the last five (5) years from date of application to the Commission on Higher Education.

ARTICLE XIII
ACCREDITATION

Nursing schools are encouraged to undergo accreditation preferably within five (5) years after recognition.

ARTICLE XIV
EFFECTIVITY

Section 1. This set of policies and standards shall take effect beginning school year 2001-2002.

Section 2. This order supersedes all previous issuances concerning nursing education, which may be inconsistent or contradictory with any of the provisions hereof.

ARTICLE XV
SANCTIONS

This Office shall be constrained to take appropriate action regarding the operation of the school if any of the aforementioned conditions are not met. Further, if the board performance in three (3) board examinations within a period of 5 years is 3% and below, the Commission on Higher Education (CHED) shall order outright closure; if 4-10%, a gradual phase out shall be effected.

SO ORDERED.

Pasig City, Philippines, August 24, 2001


ESTER ALBANO-GARCIA
Chairperson

ANNEX A

BACHELOR OF SCIENCE IN NURSING

Curriculum

FIRST YEAR (Level I)*

<u>Subjects</u>	<u>First Semester</u>	<u>Units</u>
English 1 (Comm. Skills)		3
Filipino 1 (Sining ng Pakikipagtalastasan)		3
General Chemistry (3/2)		5
Mathematics (College Algebra)		3
General Psychology		3
P.E. 1		2
C.M.T./ROTC		(1.5)
	TOTAL	19

<u>Subjects</u>	<u>Second Semester</u>	<u>Units</u>
English 2 (Comm. Skills II)		3
Filipino 2 (Panitikang Pilipino)		3
Sociology/Anthropology		3
Anatomy and Physiology (3/2)		5
Physics		3
Natural Science (Biology)		3
P.E. 2		2
C.M.T./ROTC		(1.5)
	TOTAL	22

* Based on the Associate in Health Science Education (AHSE) Curriculum

SECOND YEAR (LEVEL II)*

<u>Subjects</u>	<u>First Semester</u>	<u>Units</u>
Primary Health Care I (4/3) **		7
Information Technology (Computer)		3
Health Ethics		3
Philosophy of Man		3
Basic Statistics (w/ Biostatistics)		3
P.E. 3		2
C.M.T. / ROTC		(1.5)
	TOTAL	21

<u>Subjects</u>	<u>Second Semester</u>	<u>Units</u>
Introduction to Philippine Literature		3
Primary Health Care 2 (3/2) **		5
Health Economics w/ Taxation and Agrarian Reform		3
Science, Technology and Society		3
Logic and Critical Thinking		3
P.E. 4.		2
C.M.T. / ROTC		(1.5)
	TOTAL	19

Summer

<u>Subjects</u>	<u>Units</u>
Microbiology and Parasitology (3/1) **	4
NCM 100 - <i>Foundations of Nursing</i> (2/1)	3
Nutrition	3
	TOTAL
	10

* Based on the AHSE Curriculum

** lecture/lab

THIRD YEAR (LEVEL III)
First Semester

Subjects

	<u>Units</u>
NCM 101- (<i>Promotive & Preventive Nsg Care Mgmt 8/8</i>)***	16
Community Health Development*	3
Strategies of Health Education	3
TOTAL	22

Second Semester

Subjects

	<u>Units</u>
NCM 102 (<i>Curative & Rehabilitative Nsg Care Mgmt I</i>)8/8***	16
Introduction to Research	3
Philippine History	3
TOTAL	22

Summer

NCM 103 (<i>Related Learning Experience</i>)	Unit 4 (204 hours)
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FOURTH YEAR (LEVEL IV)
First Semester

Subjects

	<u>Units</u>
NCM 104 (<i>Curative & Rehabilitative Nursing Care Management II</i>) 8/8***	16
English 3 (Communication Skills III)	3
Philippine Government and Constitution	3
TOTAL	22

Second Semester

Subjects

	<u>Units</u>
NCM 105 (<i>Nursing Management and Leadership</i>) 8/8***	16
Rizal	3
Asian Civilization	3
TOTAL	22

*may be integrated in NCM 101, 102, and 103

*** lecture/RLE

SUMMARY

Units

I. <u>General Education</u> -----	65
A. <u>Language and Humanities</u>-----	24
English (Comm. Skills I & II)	6
Filipino I & II	6
Introduction to Literature	3
English 3 (Comm. Skills III)	3
Philosophy of Man	3
Logic and Critical Thinking	3
B. <u>Mathematics, Natural Sciences & Information Technology</u> --	26
Mathematics (College Algebra)	3
Chemistry (General) 3/2	5
Biology/Geology/Earth Science	3
Physics I	3
Anatomy and Physiology 3/2	5
Microbiology and Parasitology 3/1	4
Information Technology (Computer)	3
C. <u>Social Sciences</u> -----	15
Psychology (General)	3
Sociology/Anthropology	3
Philippine History	3
Philippine Government & Constitution	3
Asian Civilization	3
II. Associate in Health Science Education (AHSE) Curriculum -----	24
Primary Health Care I	4
with RLE	3
Primary Health Care II	3
with RLE	2
Health Economics with Taxation and Agrarian Reform	3
Bioethics	3
Basic Nutrition	3
Science, Technology and Society	3

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NCM 100 - Foundations of Nursing Practice	3
NCM 101 - Promotive and Preventive Nursing Care Management	16
NCM 102 - Curative and Rehabilitative Nursing Care Management I	16
NCM103 - Related Learning Experience	4
NCM104 - Curative and Rehabilitative Nursing Care Mgmt II	16
NCM105 - Nursing Mgmt & Leadership	16
Introduction to Nursing Research	3
Strategies in Health Education	3
Community Health Development	3

TOTAL

169

IV. RELATED LEARNING EXPERIENCE

	<u>Units</u>	<u>Hours Equivalence</u>
PHC I	3	= 153 hours
PHC II	2	= 102 hours
NCM 100	1	= 51 hours
NCM 101	8	= 408 hours
NCM 102	8	= 408 hours
NCM 103	4	= 204 hours
NCM 104	8	= 408 hours
NCM 105	8	= 408 hours
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	42	= 2,142 hours

V

Physical Education----- 8

PE 1	=	2 units
PE 2	=	2 units
PE 3	=	2 units
PE 4	=	2 units

Citizens Military Training - CMT/ROTC----- 6

CMT 1	=	(1.5 units)
CMT 2	=	(1.5 units)
CMT 3	=	(1.5 units)

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 Filipino. (3 units)

Mathematics and the Natural Sciences

Mathematics 3 - College Algebra

Linear equations; algebraic and graphical solutions of the quadratic equations; exponents and radicals; complex numbers, binomial expansion; determinants; progressions; theory of equations. (3 units)

General Chemistry (Inorganic, Organic Chemistry)

Qualitative quantum mechanical description of the atomic, ionic and molecular structure of matter; theoretical and practical treatment of chemical and nuclear reactions; property-structure correlation of solids, liquids and gases.

(5 units) 3 units lecture, 2 units laboratory (4 hours)

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 acids and enzymes and their metabolism when taken as food by man. (5 units) 3 units lecture and 2 units laboratory (4 hours)

Physics

Mechanics, heat and thermodynamics; electromagnetism, waves, optics and modern physics. (3 units) 2 units lecture and 1 unit laboratory.

Anatomy and Physiology

Focuses on structure, functions and adaptations of the human body, with emphasis on physiological regulations, adaptive mechanisms (5 units) 3 units lecture, 2 units lab. (4 hrs.)

Microbiology and Parasitology

Deals with the physiological and pathogenic properties of bacteria, fungi and viruses as an introduction to disease causation. Deals with the component of immune system and host-parasite interaction (4 units) 3 units lecture and 1 unit lab. (4 hrs.).

AHSE Subjects

Bio-Ethics

Important concepts and principles of Bio Ethics (3 units).

Science, Technology and Society

Interactions of Science, Technology and Society to health (3 units).

Primary Health Care I

Concepts and principles in the provision of basic care in terms of health promotion/maintenance and disease prevention at the individual and family level. 7 units (4 units lecture, 3 units RLE)

Primary Health Care II

Concepts and principles in the provision of basic health care in terms of health promotion/maintenance and disease prevention at the community level. 5 units (3 units lecture, 2 units RLE)

Humanities and the Social Sciences

Philosophy of Man

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

Health 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

The nature of human society and culture; social structure and non-literate societies particularly with respect to their kinship systems.(3 units)

Health Economics with Taxation and Agrarian Reform

Concepts of micro-economics, money and banking, economic growth and development and international economics in relation to health (3 units)

Philippine History

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

Philippine Government and Constitution

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

Asian Civilization

Focuses on health practices of Asian countries as a basis for the practice of transcultural nursing. It also includes the geographical and historical settings of these civilizations. (3 units)

Rizal and His Writings

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

P.E. 3 - Individual and Dual Sport

P.E. 4 - Team Sports

NURSING

NCM 100 - Foundations of Nursing

Overview of nursing as a service, an art, and a profession. It shall include a discussion on the different roles of a nurse emphasizing on health promotion, illness prevention utilizing the nursing process as a basis for nursing practice.

3 units (2 units Lecture, 1 unit RLE)

NCM 101 - Promotive and Preventive Nursing Care Management

Developmental theories and concepts, to critically analyze health needs and concerns of the individual, family and community.

16 units (8 units Lecture, 8 units RLE)

NCM 102 - Curative and Rehabilitative Nursing Care Management I

Concepts and principles of nursing care management of clients with alteration in human functioning across the life span in varied settings.

16 units (8 hrs. Lecture, 8 hrs. RLE)

NCM 103 - Related Learning Experience

Focuses on the enhancement of the student skills by previous concepts given in NCM 101, 102.

4 units (204 hours)

NCM 104 - Curative and Rehabilitative Nursing Care Management II

Concepts and principles of nursing care management of clients with alterations in human functioning across the life span in various settings. This is a continuation of NCM 102 and 103.

16 units (8 hours lecture, 8 hours RLE)

NCM 105 - Nursing Management and Leadership

Focuses on the development of leadership and management skills essential to the professional nurse. Includes ethico-moral aspects of health and nursing practice, the nurses responsibilities for personal and professional growth.

16 units (8 units lecture, 8 units RLE)

RES : Introduction to Research

It deals with the research process and its application to the nursing care management of clients in varied settings. 3 Units

COM HEALTH DEV: Community Health Development

Focuses on the in-depth discussion of the principles, approaches, strategies, and processes to community health development. Equips the students with the principles of health education as a core Community Organizing Participatory Action Research (COPAR) model. 3 units

Strategies of Health Education

Principles and concepts of teaching with emphasis in teaching health.
3 units

Basic Nutrition

Basic nutrients, their functions, sources, metabolism, physiology and interrelationships including human nutritional requirements and importance of good nutrition to one's health, the family and the community. (3 units)

Physical Education

2 units per semester

Total - 8 units

CMT

(1.5 units) per semester

Total - 6 units

GUIDELINES FOR IMPLEMENTING RELATED LEARNING EXPERIENCE (RLE)

The Bachelor of Science in Nursing (BSN) curriculum is a competency-based and community-oriented curriculum. The teaching-learning process is best achieved by the proper selection and organization of learning experiences in a given situation. Hence, the challenges depend greatly in the preparedness and ability of the faculty to organize the learning experiences in the classroom or various health situations based on the clearly-defined objectives.

The RLE are viewed in terms of changes in the behavior of the students and not just in terms of content. The faculty must be competent in selecting RLE that will provide for continuity, sequence and integration of principles, concepts, skills and values that have been previously learned in the classroom and other situations.

In coming up with the proposed formula for determining cost of RLE per student, consideration was given to (a) Rules and Standards of Nursing Education and the prescribed units and hours for the RLE in the BSN Curriculum, (b) faculty preparation, and competence. The following should be considered:

1. A class is composed of 48-50 students.
2. Faculty-student Ratio per semester and year level

3 rd Year level	1:8-10 students to a group (1 st Semester)
	1:8-12 students to a group (2 nd Semester)
4 th Year level	1:12-15 students to a group
3. Related Learning Experiences hours required for whole course 2142 hours
4.

PHC I	-	153 hours
PHC II	-	102 hours
NCM 100	-	51 hours
NCM 101	-	408 hours
NCM 102	-	408 hours
NCM 103	-	204 hours
NCM 104	-	408 hours
NCM 105	-	<u>408 hours</u>
Total		2142 hours
5. Basis for Computation to Determine RLE Fee

No. of hours assigned to faculty X hourly rate = RLE Fee
6. Computation of RLE Hours

1 unit = 51 hours

SUPPLIES/EQUIPMENT/INSTRUMENTS PER LEVEL

Primary Health Care I and II

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

CONCEPT	RELATED LEARNING EXPERIENCE	EQUIPMENT/SUPPLIES
3. Health Process	<p>History taking</p> <p>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>Screen Rubber Sheet Forms of gathering data</p> <p>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 Stethoscope Beds Screen</p> <p>Tapes showing assessment of these parts</p>
4. Community		<p>Reflex hammer Chairs Screen Simulated Community Setting - Houses - Barangay Hall with graphs showing vital statistics of a hypothetical community and spot map - Herbal plants Posters on acupressure</p>

CONCEPT	RELATED LEARNING EXPERIENCE	EQUIPMENT/SUPPLIES
NCM 101 1. Therapeutics	Drug Administration Oral Parenteral	Drug tray (1) Samples of oral drug like multivitamins, 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
2. Family	Responsible Parenthood Developmental Stages Antenatal	Examining Table Drapes Fetoscope CHN bag containing: - test tubes (2) - test tube holder (1) - alcohol lamp (1) - solutions Benedict, ascetic acid - thermometers oral (1) rectal (1) Tape measure (1) Weighing scale - spring (1) B/P Apparatus Stethoscope Outside the CHN bag - Kelly forceps (2) - Kidney basin (1) - Catheter - Fr. 8, 10, 12 (1 each)
	Natal / Delivery	Shaving tray (1) - Jar of cotton balls with liquid soap - Graduated pitcher w/ flushing solution - Razor with blade - Kidney basin Enema Tray (1)

CONCEPT	RELATED LEARNING EXPERIENCE	EQUIPMENT/SUPPLIES
	Natal delivery	<ul style="list-style-type: none"> - Irrigator can with rubber tubing and clamp - Enema tip - Jar for lubricant - Container of cotton balls - Graduated enamel pitcher - Bath thermometer - Kidney basin Perennial 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
	Newborn care	<ul style="list-style-type: none"> 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

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
	<p data-bbox="363 450 484 473">Newborn care</p> <p data-bbox="363 659 448 681">Post Natal</p> <p data-bbox="363 1200 601 1223">Care of the Newborn at Home</p>	<p data-bbox="695 202 837 273">Tape measure Weighing scale Baby's layette</p> <ul style="list-style-type: none"> <li data-bbox="695 278 798 300">- diapers <li data-bbox="695 305 798 328">- binders <p data-bbox="695 323 850 368">Weighing scale Baby's layette</p> <ul style="list-style-type: none"> <li data-bbox="695 373 785 396">-diapers <li data-bbox="695 400 785 423">-binders <li data-bbox="695 427 770 450">- dress <li data-bbox="695 455 791 477">- blanket <li data-bbox="695 482 819 505">- safety pins <li data-bbox="695 509 795 532">- mittens <li data-bbox="695 536 785 559">- booties <ul style="list-style-type: none"> <li data-bbox="695 563 778 586">- Sterilizer <li data-bbox="695 591 905 613">- Feeding bottles w/ cover <li data-bbox="695 618 764 641">- Nipples <li data-bbox="695 645 837 668">- Measuring glass <li data-bbox="695 672 767 695">- Formula <li data-bbox="695 700 795 722">- Can opener <p data-bbox="674 727 781 749">Perineal Tray</p> <p data-bbox="674 754 757 777">Perilight</p> <p data-bbox="674 781 774 804">Breast tray</p> <ul style="list-style-type: none"> <li data-bbox="695 808 868 831">- jar of cotton balls <li data-bbox="695 836 874 858">- jar for sterile H2O <li data-bbox="695 863 826 886">- Breast pump <p data-bbox="674 890 940 935">Medicine tray with oral oxytocics</p> <p data-bbox="674 940 940 985">Instruments for taking vital signs</p> <p data-bbox="674 990 726 1013">Baby</p> <p data-bbox="674 1017 718 1040">Crib</p> <p data-bbox="674 1044 905 1067">Immunization Tray (BCG)</p> <ul style="list-style-type: none"> <li data-bbox="695 1072 891 1094">- jar of cotton w/ H2O <li data-bbox="695 1099 891 1144">- Tuberculosis syringe w/ needle g. 25 or 26 <li data-bbox="695 1149 826 1171">- kidney basin <p data-bbox="695 1176 826 1199">ECG vaccine</p> <p data-bbox="674 1203 801 1226">Baby's layette</p> <p data-bbox="674 1230 884 1253">Simulated Home Setting</p> <p data-bbox="674 1257 837 1280">Improvised bed</p> <p data-bbox="695 1285 919 1307">Earthen jars or equivalent</p> <p data-bbox="674 1312 822 1335">Improved bed</p> <p data-bbox="674 1339 899 1384">Articles for bathing by basin with warm water</p>

CONCEPT	RELATED LEARNING EXPERIENCE	EQUIPMENT/SUPPLIES
		-towel -cottons - soap in soap dish - wash cloth or face towel - baby dress -diapers/pins
	Care of the postpartum mother	Assessment Tools B/P apparatus thermometer
	Well Baby Clinic	Immunization Tray (DPT, Polio vaccines) <u>weighing scale</u>
<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 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	(1) (10) (1) (1) (1) (1 each) (1) (1) (1) (1) (1)

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
Community NCM 102 1: Concept of Surgery/Pain	2.3.2 Needles g. 23, 24, 25, 26 2.3.3 Bottle for dry cotton balls 2.3.4 Cotton balls A. Family Nursing Process A.1. Care of Family with Health Problems (Family Case Study).	1 each (4) (1) - Interview Guideline/Client Profile - Typology of Family Nursing Problems - Family Nursing Care Plan - CHN Bag - complete
	A. Pre-op Care 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 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 C. Immediate post-op D. Post-op	- Consent Form - NPO tags - Shaving Tray (razor/blades, gauze, pads, emesis basin, cleansing solution) - Pre-op Checklist form - Syringes, needles, pre-op meds - Operating Room +sink with foot pedals Running water, Sterile hand towels, soap Containing germicide (Phisohex) +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 -Recovery Room + oxygen, suction, cord clamp -Ward Room +Surgical bed

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
2. Concept of Oxygenation	<p>A. Respiratory Therapy</p> <p>A.1 Turning, Cough, Deep Breathing</p> <p>A.2 Steam Inhalation</p> <p>A.3 Nebulization</p> <p>A.4 IPPB</p> <p>A.5 Bronchial clapping</p> <p>A.6 Postural Drainage</p> <p>B. Oxygen Therapy</p> <p>B.1 Oxygen Mask/Cannula/ Nasal Prongs</p> <p>B.2 Oxygen Tent/Croupette</p> <p>B.3 T-tube</p> <p>B.4 Ambu-bag</p> <p>C. Suctioning</p> <p>C-1 Oral Nasal Suctioning</p> <p>C-2 Endotracheal/ Tracheostomy</p> <p>C-3 Tracheostomy Care</p> <p>D. Chest Drainage (Care of Patients with Chest Tube)</p>	<ul style="list-style-type: none"> - Blow bottles - Incentive Spirometer - Steam Inhalator - Nebulizer (Solutions used for Nebulization) - IPPB Machine - Oxygen tank, oxygen regulator (flowmeter), humidifier - Distilled water - Oxygen Cannula/Catheter, Nasal Prongs - Oxygen Mask - Croupette/Oxygen Tent - T-tube, Ambu-bag - Suction Machine - Gloves/Pick-up forceps - Solution for rinsing and soaking suction catheters - Tracheostomy Care Set - One-way Water Seal Drainage - Two-way Water Seal Drainage - Three-Way Water Seal Drainage
3. Fluids and Electrolytes	<p>A. IV Therapy</p> <p>A.1 IV Fluid Administration</p> <p>a. Preparing the intravenous infusion equipment</p> <p>b. Starting/hanging IV</p> <p>c. Calculating IV drops</p> <p>d. Types of IV fluids and Indications</p> <p>e. Discontinuing IV Fluids</p>	<ul style="list-style-type: none"> - IV tray - Intravenous Infusion Set - Macro drip/Microdrip - IV Needles (Butterfly/ Angiocatheter) - IV Fluids (hypertonic, isotonic, hypotonic solution) (1,000 cc., 500 cc., 250 cc.) - Arm board/Splint

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
4. Metabolism	<p>A.2 Blood Administration a. Whole Blood b. Packed RBC</p> <p>B. Administration of Drugs thru IV B.1 Administration thru Volume Control Set B.2 Administration thru IV Push/Bolus B.3. Administration thru piggy back/side drip</p> <p>C. Central Venous Pressure Monitoring (CVP)</p> <p>D. Intake and Output D.1 Measure Intake - oral, IV, drainage, emesis D.2 Measure Output - Urine, stool, drainage, emesis</p> <p>E. Urinary Catheterization E.1 Catheter Insertion E.2 Maintaining Indwelling Catheter E.3 Bedside Urinary Bag E.4 Catheter Care</p>	<ul style="list-style-type: none"> - Blood Transfusion Set - IVB Tray - Normal Saline Solution 500 cc., IV tubing - IV Tray - Soluset/Buretrol - Syringe, needles - IV tubings, IV stand -CVP Manometer - D5W500 cc./IV Stand - Measuring cup/glass - Intake and output sheet - Empty IV bottles or measuring cup - Kidney basin - Urinary Catheterization Set - Urinary Catheters <ul style="list-style-type: none"> +Straight Catheter +Foley Catheter - Bedside Urinary bags/ leg bag
	<p>A. Nutrition A.2 Artificial Feedings a. NGT Feedings b. Gastrostomy Feeding</p> <p>B. Gastric Irrigation - Gastric Lavage</p> <p>C. Testing specimens for sugar C.1 Urine testing for sugar/acetone</p>	<ul style="list-style-type: none"> - Weighing Scale - Asepto-Syringe - Tube Feedings - Measuring Cup - NGT, normal saline solution, Asepto-syringe, kidney basin - Benedict's Test - Clinitest Tablet, test tape, or Platix

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
5. Immunology	C.2 Random Blood Sugar	- 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)	Enema set - enema can, rectal tubings, gloves, rubbers sheet, solution, tissue paper
	E.2 Retention Enema	
	E.3 Fleet enema	- Fleet enema
	A. Medical Asepsis	
	A.1 Handwashing	- Isolation Room - soap, running water
	A.2 Care of linens and supplies	
	A.3 Gloving & gowning	- gloves, gowns, mask - antiseptic solution
A.4 Dressing change		
6. Reproduction/ Sexuality	B. Isolation Technique - Reverse Isolation technique	- Isolation tags - Isolation bag
	A. Assisting in Gynecological Exam	- Gynecological exam table, speculum, gloves, lubricant specimen bottles/slides
	B. Vaginal douche C. Administration of vaginal suppository	- Vagina douche set - Sheets for draping
7. Perception and Coordination	A. Neurological Examination	
	A.1. Mental Status	- Sphygmomanometer, thermometer, penlight, tuning fork, reflex hammer
	A.2 Sensory/motor	- Ophthalmoscope, Snellen's chart
	A.3 Cranial nerve exam	- Otoscope, Pins
	B. Diagnostic Test - lumber tap	- Lumber tap set
	C. Traction C.1. Type of Traction	- Models (dolls) with different type of traction

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<p>NCM 103 1. Cellular Aberration</p> <p>2. Acute Biologic Crisis and Emergency</p>	<p>C.2 Application of skeletal balance traction</p> <p>D. Cast</p> <p>D.1 Types of Casts and indications</p> <p>D.2 Cast Application</p> <p>E. Demonstration on:</p> <p>E.1 Active/passive exercises</p> <p>E.2 Isometric exercises</p> <p>E.3 Turning - log rolling technique</p> <p>Spinal cord injury</p> <p>F. Ambulation</p> <p>F.1 Assisting in simple ambulation</p> <p>F.2 Ambulation with crutches, walker and cane</p> <p>A. Diagnostic tests</p> <p>A.1 Breast self examination (BSE)</p> <p>A.2 Biopsy</p> <p>B. Therapy</p> <p>B.1 Radiation Therapy</p> <p>B.2 Chemotherapy</p> <p>C. Ostomy care</p> <p>C.1 Colostomy/ileostomy care</p> <p>C.2 Colostomy irrigation</p> <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>- Orthopedic bed, Balkan frame, overhead trapeze, Thomas splint with Pearson attachment traction and suspension weights, cords,</p> <p>- Models (dolls) with different types of casts</p> <p>- Plaster of Paris, wadding sheet, warm water, pail</p> <p>- Bed</p> <p>- Footboard</p> <p>- Stryker frame</p> <p>- Circo-electric bed</p> <p>- Crutches, walker, cane</p> <p>- biopsy set</p> <p>- Radiotherapy room</p> <p>- Lead apron</p> <p>- Chemotherapeutic agents</p> <p>- Colostomy/ileostomy appliances</p> <p>- Colostomy irrigation set</p> <p>- Emergency kit/cabinet</p> <p>- Code cart with emergency drugs and gadgets</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
3. Maladaptive Patterns of Behavior	A.4 Defibrillator	- Cardiac board
	A.5 Cardiac Monitoring	- Defibrillator
	A.6 Mechanical Ventilation or respiration	- EKG machine/cardiac monitoring
	- pressure cycle ventilation	
	- volume cycle respiration	
4. Recording/Reporting	A.7 Use of Ambu bag	- Ambu bag
	A.8 Use of endo-tracheal tube	- Endotracheal tube
	A.9 Use of airway	- airway
	B. Care of high-risk newborn	- Isolette/incubator/Billy light
	C. Dialysis	- Hemodialysis machine (optional)
5. Patient's Discharge Planning	- Hemodialysis	- Peritoneal dialysis set, dialyzing solution (Impersol), drainage bottles
	- Peritoneal dialysis	
	A. Process Recording	
	B. Nursing Intervention	
	B.1 Art/play therapy	
5. Patient's Discharge Planning	B.2 Remotivation therapy	
	B.3 Group therapy	
	A. Receiving and giving of endorsement	- Mocked Nurses Station
	B. Recording	- Kardex
	- Nurse's notes	- Chart
5. Patient's Discharge Planning		- Progress notes and nurse's notes
		- Medication sheet
		- Medicine cards
		- I & O sheet
		- Graphing sheet (VS)
5. Patient's Discharge Planning		- Doctor's Order sheet
	A. Discharge planning	- Discharge instruction plan
	A.1 Medication	
	A.2 Treatment/activities	
	A.3 Health teaching	

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 (Medical-Surgical, MCN, Psychology, Pharmacology)
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 | 20. bedpan |
| 2. stethoscope | 21. urinal |
| 3. charts | 22. pitcher |
| 4. spindle | 23. kidney or emesis basin |
| 5. pencil | 24. sputum cup |
| 6. clip board | 25. pail |
| 7. bed tags/door tag | 26. flashlight |
| 8. foot stool | 27. water jug |
| 9. foot board | 28. boiler/kettle |
| 10. wall clock | 29. can opener |
| 11. drop light | 30. garbage can |
| 12. weighing scale | 31. funnel |
| 13. IV stand | 32. mortar & pestle |
| 14. medication tray | 33. specimen bottles |
| 15. treatment tray | 34. ice pick |
| 16. flushing tray | 35. bandage scissors |
| 17. side rail | 36. tape measure |
| 18. oxygen gauge | 37. rubber sheets |
| 19. monkey wrench | 38. drinking straw |

IV. Fixture

1. medicine cabinet
2. bulletin board
3. chart rack
4. emergency cast
5. screen
6. medicine & treatment cards rack

V. Appliance

1. wheelchair
2. stretcher
3. refrigerator
4. electric stove

VI. Records

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

VII. Linen

1. bedsheet
2. drawsheet
3. pillowcase
4. bath towel
5. hand towel
6. camisa
7. pajama
8. curtain
9. HWB, Ice cap cover
10. strap/restraint
11. laundry bag

HEALTH CENTER

Community

I. Fixtures

1. Examining table
2. Table & chair
3. Bench
4. Cabinet - emergency, med., supplies
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. Bunzen burner
12. Pick-up forceps
13. Disinfecting solution
14. Kidney basin
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

15. Gauze

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 of 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

VIII. Emergency Medicines

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

IX. Housekeeping Materials

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