

Computer Assisted Instruction (CAI) Book

Name: _____



Hours of Operation:

Monday through Thursday 9am-9pm

Friday 9am-5pm

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Making the most of Computer-Assisted Instruction (CAI's) Interactive electronic learning can help you stay up-to-date.

Computer-assisted instruction, computer-assisted learning, computer managed instruction- Why should you care about these technology terms? Because these systems can provide a time-saving way for you to stay up-to date with nursing practice.

These terms refer to the use of personal computers and appropriate software to provide a structured learning experience. Computer-Assisted Instruction (CAI) programs can present simple screens of text or complex sequences of graphics, animation, and sound. The best CAI programs allow you to control the pace and a sequence of instruction.

Here's what CAI can offer you:

- *Reduced learning time. Research shows that interactive technologies reduce learning time by an average of 50 percent. You can move through the program at your own pace, skipping areas you're familiar with and concentrating on ones you are weak in.*
- *Increased retention. Because electronic learning requires your participation, you'll retain information longer than with passive learning.*
- *Accessibility. Unlike a teacher, a computer is available around the clock.*
- *Consistent, current content. Computer assisted instruction equipment doesn't tire and always delivers content in a consistent, reliable manner. The software is updated regularly to ensure timeliness and accuracy.*
- *Safety. Novices can practice assessment and other clinical skills without jeopardizing a patient.*
- *Privacy and patience. Good CAI software doesn't judge you-and you learn in private. Although the system may lack a sense of humor, it doesn't lose patience.*
- *Enhanced motivation. As you take control of the learning process, you may want to explore new areas of interest and actively seek to broaden your knowledge. With CAI, you're challenged to move to higher levels of expertise.*

Understanding CAI formats:

Commercial computer-assisted instruction software comes in three formats.

Interactive menu-driven tutorials. After you view the information on the screen you press a key or click a computer mouse to advance to the next screen. You may have to answer questions about the material presented.

Clinical simulations. With these systems you initiate and implement a sequence of assessments and decisions in a changing clinical simulation. The simulation can be linear (forcing you to take an optimal path as the patient management problem advances) or branching (allowing varied approaches to the problem).

Drill and practice. The system is similar to flash cards. You're presented with a question; you then choose an answer from several options. You can get feedback on overall scores and specific topic performance. This format is especially useful for learning patterns such as arrhythmias, and preparing for licensing or certification exams.

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
CLINICAL NURSING				
A Patient With Dehydration	After the completion of this program you will be able to: Diagnose laboratory tests, assess risk factors, address the needs of the client's skin irritation, understand the effects of client safety with administration of medication, and assess complications related to blood work.			
Acid-Base Balance	The program covers diarrhea, acid-base imbalance, and electrolyte imbalance.			
Analyze Communication (User ID: Student Password: Student)	Therapeutic Communication provides a framework for delivering specific non-verbal and verbal messages that are designed to be an integral part of a client's healthcare experience. Therapeutic Communication includes a review of basic communication theory and discusses the differences between social and therapeutic communication. Learners are provided with definitions, video and illustrations of specific techniques that facilitate or block communication. The lessons are supported by computer exercises, practice interactions and quizzes that reinforce the learner's understanding of the therapeutic communication process.			
Body Mechanics	After reviewing the basics of BODY MECHANICS, you enter ABC Hospital where you apply your knowledge in a game that includes graphics and animation. The objective is to avoid strains and injuries by applying your knowledge when lifting, reaching, twisting, carrying, pushing and pulling.			
Communication Process (User ID: Student Password: Student)	Therapeutic Communication provides a framework for delivering specific non-verbal and verbal messages that are designed to be an integral part of a client's healthcare experience. Therapeutic Communication includes a review of basic communication theory and discusses the differences between social and therapeutic communication. Learners are provided with definitions, video and illustrations of specific techniques that facilitate or block communication. The lessons are supported by computer exercises, practice interactions and quizzes that reinforce the learner's understanding of the therapeutic communication process.			
Complications Of IV Therapy	This program provides colorful graphics, animation, true/false, and multiple choice questions to address seven IV complications - site infection, phlebitis, infiltration, speed shock, circulatory overload, septicemia, and air embolism. Multiple levels of study give you the opportunity to bypass information that is already known. Knowledge is checked with questions after reviewing each complication.			
Dangling, Transfer and Ambulation (User ID: Student Password: Student)	The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises. It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.			

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Fluid And Electrolyte Balance	You are assigned to care for Mr. Rusty Jackson, an elderly client with severe dehydration, hypovolemia, and electrolyte imbalances. Covers dehydration, hypovolemia, hypervolemia, electrolyte imbalances, and drug therapies using Potassium Chloride, Dioxin, and intravenous solutions.			
Hand Washing	The basics and importance of hand-washing are taught. Graphics, animation, and a game are used to create a fun and very memorable learning experience.			
Infection, Inflammation And Wound Healing	Mr. Dave Mason, a client with a serious local tissue injury who develops an infection. Covers inflammation; infection; cellulitis; wound healing; wound care; immunity and immunizations; and drug therapies using Aspirin and Tetanus Toxoid.			
Joint Mobilization	This module teaches the principles of joint mobilization. It demonstrates a variety of joint mobilization techniques and highlights such issues as positioning, hand placement, and the direction of force.			
Patient Transfers	Patient Transfers: bed to chair transfer, bed to stretcher transfer, and ambulating with the patient			
Physical Assessment Findings	A tutorial and presentation on physical assessment			
Potassium: A Vital Electrolyte	Potassium is vital to our fluid and electrolyte balance, neuromuscular activity, acid/base balance, and energy utilization. The K+ level is measured, the effects of hyperkalemia, and treatment aimed at maintaining normal potassium levels. Numerous scenarios are presented so you can practice assessing the impact of this vital electrolyte on client care.			
Practice Communication (User ID: Student Password: Student)	Therapeutic Communication provides a framework for delivering specific non-verbal and verbal messages that are designed to be an integral part of a client's healthcare experience. Therapeutic Communication includes a review of basic communication theory and discusses the differences between social and therapeutic communication. Learners are provided with definitions, video and illustrations of specific techniques that facilitate or block communication. The lessons are supported by computer exercises, practice interactions and quizzes that reinforce the learner's understanding of the therapeutic communication process.			
Preventing Patient Falls	This is a highly interactive program that requires risk management decision making. You assess four patient scenarios for the characteristics associated with a high risk of falling. Then you assign each patient to an appropriate risk category, plan nursing care activities that will reduce the risk, and document your plan.			
Protective Positioning (User ID: Student Password: Student)	The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises. It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.			

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Range-of-Motion Exercises (User ID: Student Password: Student)	The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises. It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.			
The Integumentary System	This unit covers 7 functions of the integumentary system: body image and communication, excretion, immune response, protection, sensation, temperature regulation, and vitamin production. Each of these functions is related to a clinical application including burns, atopic dermatitis, aging skin, heat stroke, and rickets and osteomalacia. A video clip shows a nurse performing an assessment of the sensory function of the skin. Also, included in this section are explanations of accidental, physiological, and surgical wounds. Specific types of wounds covered include shear wounds, diabetic ulcers, pressure ulcers, arterial ulcers, and venous ulcers. Etiology, pathology, wound characteristics, and treatments are included.			
Therapeutic Communication Part 1	Therapeutic communication techniques (clarifying, silence, paraphrasing, questioning, summarizing, focusing, reflecting, stating observations, accepting) and non-therapeutic communication techniques (defensiveness, giving advice, stereotyping, false reassurance, challenging, disapproval, changing subject) are taught through definition and healthcare examples.			
Therapeutic Communication Part 2	Description above			
Therapeutic Communication (User ID: Student Password: Student)	Therapeutic Communication provides a framework for delivering specific non-verbal and verbal messages that are designed to be an integral part of a client's healthcare experience. Therapeutic Communication includes a review of basic communication theory and discusses the differences between social and therapeutic communication. Learners are provided with definitions, video and illustrations of specific techniques that facilitate or block communication. The lessons are supported by computer exercises, practice interactions and quizzes that reinforce the learner's understanding of the therapeutic communication process.			
CLINICAL NURSING SPECIALTIES:				
Adult Health Concepts and Skills:				
A Patient with Endometriosis	After the completion of this program you will be able to: determine the best intervention for cramping and heavy menstrual flow in a patient with endometriosis, communicate therapeutically with a patient who shows emotional distress, teach a patient about the usual sequence for implementing interventions for endometriosis, instruct a patient with fibrocystic breast changes about methods to reduce discomfort, prioritize instructions for a patient taking danazol (Danocrine), assess a patient taking danazol (Danocrine) for the potential complication of DVT, and explain to a patient that there is no correlation between endometriosis and cancer.			

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Cardiovascular	This module features the following scenarios: a 54-year-old man seen in the Emergency Department for chest pain, a 52-year-old man who has a cardiac catheterization, and subsequently PTCA, a 75-year-old hospitalized woman recovering from an MI who develops heart failure and a 52-year-old man on a step-down unit after coronary artery bypass graft (CABG) surgery. These scenarios feature a variety of question types, with immediate instructive feedback.			
Endocrine	This module features the following scenarios: an 18-year-old college student recovering on a medical unit after diabetic ketoacidosis, a 55-year-old woman with small cell carcinoma hospitalized with syndrome, of inappropriate antidiuretic hormone (SIADH) and a 27-year-old woman treated in an endocrine clinic for hyperthyroidism. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Eye/Ear	This module features the following scenarios: a 70-year-old woman initially seen in an EENT clinic who has a cataract extraction, a 68-year-old man on an EENT unit for acute angle-closure glaucoma who has an iridotomy and a 38-year-old man with Meniere's disease initially treated in an EENT clinic who subsequently has a labyrinthectomy. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Gastrointestinal	This module features the following scenarios: a 52-year-old man on a medical-surgical unit with GI bleeding from peptic ulcer disease who subsequently has a gastrectomy, a 50-year-old man on a surgical unit after a colon resection for colon cancer, and a 50-year-old woman on a medical unit with acute pancreatitis. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Genitourinary	This module features the following scenarios: a 60-year-old man with benign prostatic hyperplasia who has a TURP, a 44-year-old man hospitalized with renal colic and nephrolithiasis who has lithotripsy and a 20-year-old woman seen at an HMO for a urinary tract infection. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Hematologic	This module features the following scenarios: a 58-year-old man hospitalized with non-Hodgkin's lymphoma, a 78-year-old woman seen at an HMO and diagnosed with iron-deficiency anemia and a 60-year-old woman hospitalized with leukemia.			
Hepatic-Biliary	This module features the following scenarios: a 55-year-old woman with cirrhosis of the liver who is treated on a medical unit, a 30-year-old man with hepatitis who is treated in an outpatient clinic and a 60-year-old woman with gallbladder disease who has a cholecystectomy.			
Musculoskeletal	This module features the following scenarios: 50-year-old woman with rheumatoid arthritis who is treated in an outpatient clinic, a 72-year-old woman who is hospitalized for a total hip arthroplasty and a 17-year-old male adolescent with a fractured femur who is hospitalized with skeletal traction prior to surgery. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			

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Neurological	This module features the following scenarios: a 29-year-old man on a neurology unit with a head injury, a 19-year-old man on a neurosurgical unit with a spinal cord injury and a 65-year-old woman on a neurology unit with a stroke. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Peripheral-Vascular	This module features the following scenarios: an 83-year-old woman with peripheral-vascular disease who is treated at home for a venous ulcer, a 60-year-old man hospitalized for femorotibial bypass and a 62-year-old man with hypertension who is hospitalized for a repair of an abdominal aortic aneurysm.			
Respiratory	This module features the following scenarios: a 55-year-old woman on a chest surgery unit after a lobectomy for lung cancer, a 58-year-old man on a respiratory unit with emphysema and a 72-year-old man on a medical unit with pneumococcal pneumonia. These scenarios feature a variety of question types.			
AIDS:				
Adult Female with AIDS	This simulated case study describes the case of a woman with a history of IV drug abuse. Her HIV positive status is confirmed and her condition rapidly deteriorates during the course of the simulation. The simulation illustrates signs, symptoms, and laboratory tests indicative of cryptococcal infection and appropriate infection control measures to use in the critical care environment.			
Adult Male with AIDS	This simulated case study presents a homosexual male with AIDS. Recommendations to protect health care workers from HIV infection, safety issues for the impaired client and supportive care measures for family and significant others are discussed.			
AIDS Education Health Care Workers	After the completion of this unit, the learner will be able to: Define selected terms related to diagnosis, transmission, clinical symptoms, and prevention of AIDS; explain methods of transmission of AIDS; identify behaviors which make people most at risk of HIV infection, AIDS, and AIDS-related complex, Discuss symptoms of AIDS, ARC, and HIV Infection, and Describe currently recommended practices to prevent transmission of HIV with an emphasis on the health care setting.			
General Concepts	This interactive tutorial program reviews information related to HIV infection and AIDS with a special emphasis on patient care activities in the critical care environment. History, etiology and clinical manifestations of the disease are discussed. Precautions for health care workers are discussed.			
Legal And Ethical Consideration	This tutorial uses interaction to explore the legal, ethical and moral issues related to providing nursing care for a client who is HIV positive. Special attention is given to providing care without judgment in a confidential, compassionate manner to people with AIDS.			
Pediatric-AIDS	This simulation focuses on an infant with perinatally acquired AIDS. Blood gas interpretation, ventilator management and drug therapy for this child with PCP infection are presented.			
The Immune System	After the completion of this program, you will be able to: Define and distinguish the functions of the immune system; Locate the parts of the Immune system; Recognize factors affecting the immune system.			

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CARDIOVASCULAR SYSTEM:				
A Patient Requiring Anti-arrhythmic Drug Therapy	You are a staff nurse on a telemetry (monitored) unit. You are notified of Mr. Simmon's pending admission. He is a 54-year-old white man with a diagnosis of mild congestive heart failure and a newly developed atrial fibrillation.			
Angina/ Atherosclerosis	This simulation describes the nursing care of a patient with unstable angina. The patient has elected conservative medical treatment for the past eight months. Precipitating (risk) factors, clinical presentation, diagnostic measures, patient education interventions, prognosis, and potential complications are included.			
Cardiogenic Shock	This patient case study illustrates pathophysiology and etiology of cardiogenic shock. Essential patient assessment parameters, analysis of hemodynamic parameters, clinical manifestations, and pharmacological and non-pharmacological treatment modalities are presented.			
Conduction Systems Defects	The conduction system offers a range of different programs: cardiovascular system, gastrointestinal system, neurological system, and the pulmonary system with different defects associated with these systems. The programs describe the pathophysiology and clinical manifestations of different defects in each system and controls.			
Congestive Heart Failure - Pulmonary Edema	The initial nursing assessment of this patient is complicated by the fact that she only speaks Spanish. Subjective and objective symptoms, patient assessment techniques, and potential dysrhythmias are described. Identification of appropriate nursing diagnoses and interventions are included.			
Hemodynamics 1 The Heart And How It Works	Colorful drawings illustrate the anatomy and physiology of the heart, the effects of valves opening and closing on the flow of blood, the circulation of blood through the heart and lungs, as well as the differences between systole and diastole.			
Hemodynamics 2 The Pulmonary Artery Catheter	You're introduced to the pulmonary artery catheter as an assessment tool. You'll identify the four main lumens of the catheter and catheter placement in the heart. You'll learn how the catheter measures heart pressures and the clinical significance of the pressure. Tracings are covered, as well as pathophysiological conditions that affect pressures.			
Hemodynamics 3 The Ups And Downs Of Hemodynamics	Illustrations and a diagram are used to explain eight terms and relationships of hemodynamic parameters (preload, after load, cardiac output, cardiac index, stroke volume, contractility, compliance, heart rate). A patient scenario demonstrates the interrelationships of these parameters, and illustrates the use of the pulmonary artery catheter to monitor and guide treatment.			
Myocardial Infarction	Covers ECG interpretation and analysis of hemodynamic parameters. Indications, contradictions, and potential complications of reperfusion therapy are described in the first of these two case studies. Nursing interventions related to pharmacologic therapy and patient education are presented. Nursing assessments and interventions for the patient experiencing an acute inferior MI are the focus of the second case study. Diagnostic measures, potential dysrhythmias, and risk factor modifications are addressed.			

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Pharmotherapeutics For A Patient With Angina Pectoris	You are the primary nurse for Mr. Jones, a 45-year-old black businessman who is admitted with current, uncontrolled angina pectoris. Mr. Jones has been treating anginal pain with sublingual nitroglycerin.			
Those Fabulous Nitrates Part 1	Join your guide, Ann Gina Pectoris, as she takes you on a tour of preload and afterload, indications of use of nitrates, common side effects, and teaching priorities. This program describes appropriate nursing actions to initiate when administering nitrates with advanced branches for critical care nurses.			
Those Fabulous Nitrates Part 2	Join your tour guide, Ann Gina Pectoris, as she takes you on a tour of preload and afterload, indications for use of nitrates, common side effects, and teaching priorities. This program describes appropriate nursing actions to initiate when administering nitrates with advanced branches for critical care nurses.			
CRITICAL CARE CONCEPTS AND SKILLS:				
Cardiovascular	This module features the following scenarios: a 70-year-old man immediately after CABG surgery in the ICU, an unidentified female admitted to the ED in cardiac arrest, a 48-year-old man with chest pain who is treated with thrombolytic therapy in the ED and admitted to the CCU and a 48-year-old man in the CCU with an MI who develops heart failure and requires IABP. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Endocrine	This module features the following scenarios: a 70-year-old woman with hyperglycemic hyperosmolar nonketosis (HHNK) seen in the ED and subsequently admitted to the ICU, a 40-year-old woman in the ICU in diabetic ketoacidosis and a 55-year-old man in the ICU who becomes hypoglycemic after recovering from diabetic ketoacidosis. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Gastrointestinal	This module features the following scenarios: a 22-year-old man seen in the ED with stab wounds to the abdomen, who subsequently requires surgery and is cared for in the SICU, a 42-year-old man with cirrhosis and bleeding esophageal varices treated in an ICU and a 48-year-old liver transplant recipient in the SICU. These scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Neurological	This module features the following scenarios: 48-year-old woman in an ICU with a subarachnoid hemorrhage secondary to a ruptured aneurysm, a 29-year-old man in an ICU with a skull fracture and subdural hematoma and a 36-year-old man in an ICU with a spinal cord injury. These scenarios feature a variety of question types.			
Respiratory	This module features the following scenarios: a 34-year-old trauma victim in the SICU who develops acute respiratory distress syndrome (ARDS), a 42-year-old woman admitted to an ICU with a pulmonary embolus after a cholecystectomy and a 19-year-old robbery victim in the SICU with chest tubes for a hemopneumothorax.			
ENDOCRINE SYSTEM:				

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Endocrine System	This module explains the functions of the Human Endocrine System. After the completion of this program you will be able to: identify endocrine system functions, identify the glands and organs of the endocrine system and identify the factors affecting endocrine efficiency.			
GASTROINTESTINAL:				
Acute Pancreatitis	This patient case study illustrates the clinical manifestations of acute pancreatitis. Nursing interventions related to analysis of physical assessment parameters and pharmacologic therapy is presented.			
Caring for the Client with a Colostomy	You will be caring for Mr. Kimball prior to and after his abdominal perineal resection and creation of a permanent colostomy. This simulation will challenge you to make assessments and decisions about care-giving options using the nursing process. Major emphasis is on Mr. Kimball's knowledge deficit.			
Gastroesophageal Varices	This program is designed to reinforce concepts related to nursing care of patients with bleeding gastroesophageal varices. Learners should have prior knowledge of hepatic anatomy and physiology, and the pathophysiology of cirrhosis. Diagnostic measures, nursing assessments used to recognize and prevent complications, and pharmacological treatments are presented.			
Hepatic Failure	This simulation presents a client with subjective and objective symptoms related to the pathophysiological changes in hepatic failure. Physical assessment, laboratory and hemodynamic findings are described. Nursing care related to complications from hepatic failure is presented.			
Inflammatory Bowel Disease	This simulation is designed to assess the capability of the learner in using the nursing process in the care of a client with inflammatory bowel disease. The learner must assess data and plan interventions to deal with problems such as diarrhea, fluid and electrolyte imbalances, malnutrition, multiple fistulas, and sepsis.			
Peptic Ulcer	This simulation describes nursing care for a patient with complicated peptic ulcer disease. The learner has the opportunity to make nursing assessments, identify nursing diagnoses, plan interventions and evaluate nursing care. Diagnostic measures, pharmacologic therapy, and patient education are addressed.			
Preoperative Care	A 40-year-old man who has abdominal surgery. The program provides information about routine out-patient and in-patient preoperative and postoperative care.			
Pharmacotherapeutics for A Patient with Gastric Pain	This simulation describes nursing care for a patient with complicated peptic ulcer disease. The learner has the opportunity to make nursing assessments, identify nursing diagnoses, plan interventions and evaluate nursing care. Diagnostic measures, pharmacologic therapy, and patient education are addressed.			
Type II Diabetes	The objective of this program is to understand Type II Diabetes mellitus - its causes, symptoms and treatment. A friendly insulin molecule teaches the action of insulin, risk factors, normal blood sugar, symptoms, cornerstones of treatment, low blood sugar, and blood sugar monitoring. You'll learn to answer the simulated patient's questions during a patient teaching session.			

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HUMAN RESPONSE TO CRITICAL ILLNESS:				
A Patient Experiencing Pain	Clinical manifestations of pain, nursing assessments, and interventions related to analgesic administration are illustrated in this simulation. Pharmacologic and nonpharmacologic methods of pain relief are described.			
A Patient With Alteration In Body Image	This simulation presents a patient experiencing the crisis of a change in body image as a result of a burn injury. Essential information to obtain in a psychosocial assessment and techniques to facilitate communication are featured. Nursing interventions to assist in adaptation to changes in body image are presented.			
Family During Crisis	Nursing interaction with a family of a patient admitted to ICU following a cardiac arrest is the focus of this case study. Assessment of family members' needs, mechanisms of coping with crisis, and techniques which facilitate the family-nurse relationship are described.			
Sensory Overload	Nursing assessments to determine the level of sensory stimulation experienced by a patient in ICU and clinical manifestations of sensory overload are described. This simulation illustrates factors leading to sensory overload and nursing interventions to prevent problems associated with it.			
MATERNAL NURSING I (CONCEPTION TO BIRTH):				
A Client Using Birth Control Pills	Susan Olson, a 19-year-old, white, single female, has made an appointment because she wishes to begin using the birth control pill. You are a nurse in this clinic.			
Fetal Monitoring	Divided into four modules, this program teaches the basics of fetal monitor interpretation. A tutorial presents information in a lecture format, a section on tracings produces on-screen representations to you specifications. Another section produces an unlimited variety of simulated fetal monitor tracings and a final section presents 4 cases for you to manage.			
High Risk Pregnancy	This program covers the assessment and management for pre-existing conditions in pregnancy, assessment and management of pregnancy-induced conditions and fetal well-being and maturity.			
Labor and Delivery	This program is an ideal primer for students with situational examples to spur learning and decision making.			
Maternal Nursing Challenge Hello My Baby!! Game 1	The game requires critical thinking skills in assessment to: antepartal, intrapartal, and postpartal nursing care; high risk newborns; trends and common causes of maternal and infant mortality; vaginal and cesarean births; routine postpartum care; and newborn assessment and family teaching and support in obstetric nursing. After the tutorial, you will be able to answer questions related to reproduction, anatomy and physiology, fertility, pregnancy discomforts, and complications of pregnancy in all stages of labor.			
Maternal Nursing Challenge Hello My Baby!! Game 2	Description above			
Maternal Nursing Challenge Hello My Baby!! Game 3	Description above			

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Maternity Mania	This program includes games and graphics, interactive quizzes for reinforcing knowledge of maternal-newborn nursing content. The software included in this program are: Female Anatomy and Physiology, Maternity Terms, Prenatal (Pregnancy History, Pregnancy Signs & Symptoms, Calculate Estimated Date of Delivery (EDD), Problems of Pregnancy, Laboratory/Diagnostic Procedures, Postpartum and Newborn (Anatomy and Physiology, Apgar Scoring, Abnormal Conditions)			
Normal Pregnancy	These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged. Scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Postpartum	After the completion of this program you will be able to: assess the physical changes in the postpartum period, care for the client who experienced a Caesarean birth.			
Problems of Pregnancy	This module features the following scenarios: a 37-year-old primigravida who develops gestational diabetes, a 16-year-old primigravida who develops pregnancy-induced hypertension, a 30-year-old multigravida with a history of heroin addiction who is taking methadone and a 21-year-old multigravida who takes cocaine during pregnancy. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged.			
MATERNAL NURSING 2 (PEDIATRICS):				
A Toddler With Respiratory Difficulties	You are a staff nurse on the night shift in the pediatric unit of a medical center hospital. Sean Smith, a 2-year-old white male, is admitted. Mrs. Smith states that Sean developed a recurrent, bark-type cough and a hoarse voice about midnight.			
An Infant with Congenital Heart Disease	You are a staff nurse on the pediatric unit, Jenny Stevens, a 2-month-old girl is admitted from the hospital's pediatric clinic with a tentative diagnosis of ventricular septal defect with mild congestive heart failure.			
Chronic Pediatric Health Problems	This module features the following scenarios: a newborn with ventricular septal defect and a 6-month old with cystic fibrosis and failure to thrive. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged. Scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct responses.			
Developmental Concept 1 Keta Smith	Keta Smith is a 2-week-old black infant from a two-parent home. Concepts include normal characteristics of the newborn, prenatal counseling, assessment and facilitation of breast feeding, normal elimination in the newborn, parent-infant attachment, toy selection, immunization and car seat safety.			
Developmental Concept 2 Chad Lindsey	Chad Lindsey is a 6-month-old white infant of a two-parent home. Concepts include breast feeding the older infant, introduction to solid foods, developmental assessment, safety and immunizations.			
Developmental Concept 3 Matt Lewis	Matt Lewis is the 15-month-old child of a single, working mother. Concepts include self-feeding, diet of the toddler, toilet training, sleep and bedtime problems, positive reinforcement, use of distraction, developmental milestones for the toddler, toy selection and safety.			

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Developmental Concept 4 Maria Gomez	Maria Gomez is a 4-year-old child who comes to the neighborhood clinic. Concepts include discipline, selection of an appropriate preschool, sibling rivalry, developmental milestones, sexuality, toy, and activity selection and safety.			
Developmental Concept 5 Melinda George	Melinda George is an 8-year-old child of a recently divorced working mother who comes to the clinic for her school enrollment physical. Concepts include transition to school, family adjustments following parents' divorce, growth and development of the school-age child and safety.			
Iron Intoxication in a Toddler	You are a nurse in the emergency room of a small, rural hospital. At 10:30 a.m., Billy Wilder arrives accompanied by his mother, who reports that Billy has taken some of her prenatal iron tablets.			
Out-Patient Peds	This module features the following scenarios: infants and children receiving out-patient care and adolescents receiving out-patient care. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged. Scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Pediatric Respiratory Health Problems	This module features the following scenarios: infants and children with common respiratory health problems and a 7-year-old child with asthma. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged. Scenarios feature a variety of question types, with immediate instructive feedback given for incorrect, as well as correct, responses.			
Peds Mania	This program includes games and graphics, interactive quizzes for reinforcing knowledge of pediatric nursing content. The software includes: Theories of Growth and Development, Anatomy and Physiology (all body systems), Health Problems (all body systems), Communicable Health Problems, Immunizations, Laboratory/Diagnostic Procedures, Laboratory/Diagnostic Procedures.			
Pre-Schooler Hospitalized with Pneumonia	You are the staff nurse on the evening shift in the 28-bed pediatric unit. Teri Maye, a 35-year old white female, is admitted. Her admitting diagnosis is bronchopneumonia.			
School - Age Child with Leukemia	You are a primary nurse assigned to the 12-bed pediatric ward. Bill Jones, a 9 year-old black male, is admitted with a fever of 103 degrees F. Bill has a history of acute lymphoblastic leukemia.			
The Neonate With an Infection	After the completion of this program you will be able to: asses a newborn and provide oxygen therapy as an intervention, determine the status of the infant's condition and provide time for bonding, assess the infant, measure oxygen saturation, anticipate medical treatment, provide education to the nursing assistant about medical treatment, calculate the correct dosage for intravenous ampicillin and gentamicin, take appropriate intervention to monitor drug side effects and maintain a professional relationship and determine appropriate follow-up after discharge.			

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
The Neonate With PPHN	After the completion of this program you will be able to: identify the infant stress in utero, institute the initial steps of neonatal resuscitation, recognize the threat of respiratory complications in a newborn, intervene to provide safe care when an infant demonstrates signs of respiratory complications, prioritize nursing care to provide oxygen as a first intervention for signs of respiratory distress, identify an acid-base imbalance, recognizing the possibility of persistent pulmonary hypertension, identify the pathophysiology for cyanosis and calculate the proper doses for IV medication.			
MEDICAL/SURGICAL:				
Med-Surg Mania 2.0	This program includes games and graphics, interactive quizzes for reinforcing knowledge of medical-surgical nursing content across 11 major content areas (cardiovascular, endocrine, eye/ear, gastrointestinal, genitourinary, hematologic, hepatic-biliary, musculoskeletal, neurological, peripheral-vascular, and respiratory). The software included in the program are: anatomy and physiology, disorders, diagnostic procedures, treatment procedures and arterial blood gas analysis.			
NEUROLOGICAL SYSTEM:				
Brain Tumor	This simulation features initial neurological nursing care for a patient with a newly diagnosed astrocytoma -- grade III (anaplastic astrocytoma).			
Cerebral Aneurysm with Subarachnoid Hemorrhage	The etiology and contributing factors which lead to the development of intracranial aneurysms are described. This simulated case study illustrates the clinical presentation of a patient with a ruptured intracranial aneurysm, essential nursing assessments, and nursing care related to drug therapy preoperatively. Postoperative nursing care and supportive measures for family members are included.			
Increased Intracranial Pressure	This program features neurological nursing assessment parameters, diagnostic procedures, and nursing care for a patient with head trauma. Life-threatening complications and nursing care priorities for a patient with increased intracranial pressure (ICP) are the focus of this program. ICP monitoring is discussed.			
Spinal Cord Injuries	This simulation describes the pathophysiology and clinical manifestations of acute spinal cord injury (SCI). Patient assessment, significant laboratory findings, and the effects of SCI on selected body systems are presented. A plan of care to support the significant others of a patient with SCI is included.			
Stroke	This program describes current medical and nursing care for the patient with the diagnosis of acute stroke using the case study approach.			
Spinal Cord and the Peripheral Nervous System	The program covers the following topics: 1.Divisions of the Nervous System and General Anatomy 2. General Features of the Spinal Cord, Nerve Cells 3. Meninges and Spaces 4. Cerebrospinal Fluid 5. Blood Supply 6. Bony Structure 7. The Motor, Sensory, and Reflex Pathways 8. Effects of Aging			
ORTHOPEDICS:				

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Antibiotic Therapy for a Patient with a Compound Fracture	You are a nurse on a surgical floor and are told that a 32-year-old white male with a compound fracture is being admitted. You will have to wait and see if the right distal tibia will arrive shortly from the post-anesthesia recovery room.			
PREOPERATIVE NURSING PRACTICE:				
The Operating Room	This module features the following scenarios: a 35-year-old woman having a removal and biopsy of a breast nodule, a 17-year-old male having an arthroscopy of the knee and a 25-year-old woman having a laparoscopy and laser lysis of endometrial implants. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged.			
The Post Anesthesia Care Unit	This module features the following scenarios: a 49-year-old man who had general anesthesia for an inguinal hernia repair and an 86-year-old woman who had spinal anesthesia for a hip pinning. These patient care scenarios, based in critical care units and emergency departments, are case study presentations within which nursing knowledge and decision-making skills are challenged.			
PSYCHIATRIC NURSING:				
Anger, Hostility, Aggression	This module features the following scenarios: a chemically-dependent 19-year-old with Antisocial Personality Disorder, initially treated in the Emergency Department, and subsequently admitted to a Chemical Dependency Unit, a 23-year-old pregnant woman, initially seen by a mental health outreach team member for suspected spousal abuse, and subsequently raped by her husband and treated in the Emergency Department .			
Anxiety	This module features the following scenarios: a 75-year-old nursing home resident with generalized anxiety disorder, a 25-year-old new mother treated as an inpatient for conversion disorder and a 30-year-old client treated as an outpatient for obsessive-compulsive disorder.			
Care of a Client With Bipolar Disorder Part 1	This three unit simulation begins with initial assessment and planning for Mr. White, who is experiencing a manic episode of bipolar disorder. The simulation continues with initiation and management of lithium therapy, and concludes with discharge preparations. Expands on principles of psychiatric nursing theory.			
Care of a Client With Bipolar Disorder Part 2	Description above			
Care of a Depressed Client Part 1	You are assigned to care for 57 year old Mrs. Morris who is admitted for depression. During this teaching simulation, nursing process is used from admission to discharge. Attention is given to establishing the basis of various treatment modalities, including antidepressant medications and electroconvulsive therapy. Requires application of basic principles of psychiatric nursing.			
Care of a Depressed Client Part 2	Description above			

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Care of a Depressed Client Part 3	Description above			
Care of the Suicidal Client	Mr. James was found in his car with the exhaust running into the window. You are his primary nurse during hospitalization after his suicide attempt. During this simulation you have to make many decisions about his nursing care, and if you're wrong, Mr. James may be successful in his next suicide attempt.			
Depression and Elation	This module features the following scenarios: an 18-year-old depressed client being treated as an inpatient after an attempted suicide, a 68-year-old client recently admitted to a psychiatric unit in a severe manic state and a 34-year-old new mother with a history of cyclothymic disorder who is followed by a public health nurse.			
Disorientation and Sensory Misperception	This module features the following scenarios: a 73-year-old client with Alzheimer's dementia being treated on a medical-psychiatric unit, a 54-year-old client being treated as an inpatient for steroid intoxication with delirium and a 24-year-old client with AIDS dementia complex who is receiving hospice care.			
Med Clinic	At Community Health Center, you are in charge of the medication clinic. You will provide aftercare to eight clients receiving psychotropic medication by making decisions about assessment data to be collected and interventions to be undertaken.			
Psych Mania	This program includes games and graphics, interactive quizzes for reinforcing knowledge of psychiatric-mental health nursing content. Included in the software are: Psychiatric Fundamentals (Models of Mental Illness, Theories of Growth and Development, Defense Mechanisms, Psychiatric/Mental Health Terms), Diagnostic Procedures/Assessment Techniques.			
Psychiatric Nursing Crisis	This module features the following scenarios: a 54-year-old client seen in the Emergency Department after being raped, a 76-year-old recently-widowed woman seen at a county mental health center and a recently-readmitted 24-year-old client with schizophrenia.			
Psychiatric Nursing Mistrust	This module features the following scenarios: a 70-year-old hospitalized patient with metastatic cancer who has paranoid personality disorder, a 19-year-old admitted to a psychiatric hospital with paranoid schizophrenia.			
Psychosocial needs of Critically Ill Patients and Their Families	This program describes the critical care environment and common psychosocial problems which develop in that setting. The tutorial includes content on sensory/perceptual alterations, sensory deprivation, sensory overload, sleep deprivation, social isolation, powerlessness, and common emotional reactions. The crisis of critical illness is examined using the Fink-Ballou Model and applied to a Grand Rounds simulation of two clients who discuss their experiences in critical care.			
Psychosocial Needs of Critically Ill Patients - Part 2	Description above			
Psychotropic Drug Treatment for a Schizophrenic Patient	You are a psychiatric nurse working on an acute care psychiatric unit. Jim Shea, a 20-year old male, has an admitting diagnosis of undifferentiated schizophrenia. He exhibits delusions, hallucinations and disorganized behavior.			

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Severe Persistent Mental Disorder	This module features the following scenarios: a 52-year-old client hospitalized in a state mental hospital with chronic schizophrenia, a 42-year-old client with a long history of bipolar disorder who is being seen in a county mental health clinic and a 30-year-old homeless man with schizotypal personality disorder who is hospitalized for treatment of frostbite.			
Substance Abuse	This module features the following scenarios: a 19-year-old cocaine addict being treated on a chemical-dependency unit, a 49-year-old alcoholic being treated on a chemical dependency unit and a 28-year-old impaired nurse.			
The Client With Bipolar Disorder - Manic Phase	After the completion of the program you will be able to: determine the best response to communicate with a client with mania, prioritize nursing interventions for a client with mania who refuses to eat, determine the best intervention to de-escalate provocative behavior in a client with mania, to administer antipsychotic medication to calm a client with mania, determine the best response for a client who is setting goals for discharge, identify the priority outcome indicating a client's readiness for discharge, identify signs and symptoms of hypomania and provide discharge instruction about the need to avoid antidepressant medication.			
Therapeutic Communication With the Chemically Dependent Client	A man with an ulcer. A woman in labor. A teenager with a fractured skull. Every nurse cares for clients who are affected by the abuse of alcohol and other substances in every healthcare setting. Learn how to identify defense mechanisms commonly used by clients to avoid facing a chemical dependency problem. Then practice using confrontation, concreteness, genuineness, immediacy, empathy, and respect to break through those defense mechanisms to get to the REAL problem.			
Therapeutic Counseling	You learn the components and phases of a therapeutic counseling session and integrate them with concepts from Therapeutic Communications I & II. You help a 16 year old with recurrent asthma better understand her present feelings, thoughts, behavior, and environment. You then plan constructive changes with the client.			
Treating a Patient with Tricyclic Antidepressants	You are a staff nurse working the evening shift on a 25-bed in a patient psychiatric unit. Mrs. Cooney, a 37-year old school teacher and mother of two, has become increasingly depressed in the past months and has been referred by Dr. Orr for admission.			
Withdrawal and Regression	This module features the following scenarios: 49-year-old widow with agoraphobia seen in the Emergency Department for treatment during a panic attack, a 45-year-old client with paranoid schizophrenia being treated in a state psychiatric facility for long-standing paranoid schizophrenia and a 28-year-old client admitted to a psychiatric unit after an attempted suicide.			
PULMONARY SYSTEM:				
Acute Respiratory Failure	This simulation allows the learner to assess, diagnose, implement, and evaluate nursing care for a patient who develops acute respiratory failure. Ventilator management and monitoring of hemodynamic parameters are included			

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Adult Respiratory Distress Syndrome	During this simulation the learner has the opportunity to make nursing assessments, select appropriate nursing diagnoses, and plan, implement, and evaluate nursing care for a client with Adult Respiratory Distress Syndrome (ARDS). Clinical manifestations of the condition, blood gas analysis, and ventilator management are presented.			
Chest Trauma	In this stimulation the learner uses pulmonary assessment findings to develop appropriate nursing diagnoses for a patient with chest trauma. Clinical presentation and diagnostic studies suggest multiple complications. Recognition of potentially life-threatening situations and prompt interventions are described.			
Chronic Obstructive Pulmonary Disease	This simulation illustrates the precipitating factors, clinical presentation, diagnostic findings, complications, emergency treatment, and supportive nursing care for a patient with chronic obstructive pulmonary disease (COPD) in acute respiratory distress. Acute respiratory failure, mechanical ventilation, and failure to wean are discussed.			
Pulmonary Embolism	This simulation illustrates the precipitating factors, clinical manifestations, emergency treatment, prominent complications and supportive nursing care for a client with pulmonary embolism. Patient and family emotional and educational needs specific to this condition are addressed.			
ETHICAL AND LEGAL ASPECTS OF NURSING:				
Legal Aspects of Nursing	Fundamental legal concepts are applied to realistic nursing situations. Your legal position in such situation is tested in a game format, requiring you to answer questions correctly to avoid being judged "guilty of ignorance of the law".			
Protecting the Rights of Patients and Residents	The current ethical and legal climate makes understanding patient/resident rights MANDATORY. Using historical figures who forged the Bill of Rights, this program reviews rights in 16 areas including: identification, information, communication, informed consent, consultation refusal of treatment, experimental procedures, transfer, continuity of care, agency charges, access to care, agency rules/regulations, considerate/respectful care, privacy, confidentiality, and personal safety. You then play a game to spot violations in care situations.			
NCLEX:				
NCLEX RN Success	Practice is crucial to NCLEX success. This program offers over 1,000 randomized practice questions-in a simulated NCLEX environment-in Medical/Surgical Nursing, Psychiatric Nursing, Maternal/Child Nursing, Pediatric Nursing, Nursing Management and Pharmacology. <i>Testing Tool v4.0</i>			
NCLEX 3500	This interactive software is specifically designed to mimic the actual NCLEX-RN® exam. Thoroughly updated, the NCLEX® Review 3500 follows the most current NCLEX® test format to ensure your students succeed.			
NCLEX 4000	The popular NCLEX® 4000 study software provides more than 4,000 NCLEX®—quality review questions covering all 29 topics in five major content areas, including fundamentals, pediatrics, psychiatric—mental health, maternal—neonatal, and medical—surgical nursing. The software delivers NCLEX®—style multiple—choice questions and alternate—format questions. NCLEX® 4000 includes important new questions on prioritizing and delegation, a key topic on the NCLEX® exam. Updated to reflect the National Council of State Boards of Nursing's latest test plan, including all forms of alternate—format questions.			

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NURSING LEADERSHIP AND MANAGEMENT:				
Analyzing Nursing Salary Budget	You use a step-by-step process to learn and practice calculating rate, volume and efficiency variances. Budget items affecting each variance are identified. Then you experiment with the factors and analyze their impact so that you can quickly evaluate whether a variation is beneficial or detrimental to the "bottom line".			
Basic Budgeting	This interactive program guides you through each step of developing a budget for a nursing unit. You'll have many opportunities to experiment with cause and effect relationships between changes in various factors.			
Budgeting for the Nurse Executive	After using this program, the learner will be able to: Describe long-range, program, operating, capital, and cash budgets; Describe the budgeting process and the nurse executive's role in the process; Describe the processes and the associated calculations with a capital budget; Differentiate between PPBS and zero-based budgeting.			
Calculating FTE	At the end of this program, you will be able to: Define full-time equivalents; Define nursing hours per patient day (NHPPD); Describe the relationship between FTEs and NHPPD; Identify the variables that will have an impact on both FTEs and NHPPD; Interpret the impact of census and acuity variance on FTE requirements; Calculate FTEs, NHPPD and salary; Discuss the use of FTEs and NHPPD in budget planning; Discuss creative strategies to respond to variances in census and acuity.			
Conflict Resolution	Conflict Resolution is a complete multimedia program to help health care students learn to solve conflicts. The program blends text, graphics, audio and video in an effective, efficient learning experience. In addition to four tutorials, there is an application module and a test bank.			
Effective Communication	A unique self-assessment helps you identify your areas of strength and weakness in communications with peers, supervisors and physicians. Using the acronym OIL, you identify effective communications in 32 practice situations.			
Institutional Issues	At the end of this program, you will be able to: Identify the financial issues related to and affecting your unit; Analyze the financial aspects for management of your unit; Determine the actual cost of patient care within your unit; Integrate the unit's financial management issues into the overall financial planning; Determine the number of patient cases needed for the facility to reach the break-even point.			
Johnson & Johnson Your Future in Nursing (Free Program)	Your Future in Nursing uses a 3D virtual world to give nurses key concepts and skills before they go on the job with real patients. The program uses animated avatars to present personnel-related problems, integrating authentic scenario content in branching dialogue conversations with built in coaching reinforcement. It's a fun cutting-edge format to help new nurses start their careers with confidence. You can download this program for free on any computer: http://www.discovernursing.com/yourfutureinnursing			
Nursing Leadership and Management (Dr. Nickitas)	This program features 500 NCLEX style questions of nursing leadership and management.			

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Nursing Personnel Budget	At the end of this program, you will be able to: Define basic elements of the nursing personnel budget; Define nursing hours per patient day (NHPPD); Discuss the impact of patient volume on budget; Discuss ways to effectively manage census fluctuations; Define patient classification systems; Determine staffing patterns according to NHPPD and patient volume.			
Operating Environment	At the end of this program, you will be able to: Understand the impact of Medicare DRG on health care organizations; Define four different prospective payment schemes; Outline the major external factors affecting the health care industry; Understanding prospective payment terminology; Define at least two financial management trends for the future that will affect nurse managers; Understand the financial implications of being a for profit, non-profit, or public sector organization.			
Staffing Analysis	As a nurse manager your first assignment is to determine FTE requirements, choose the staffing mix, and make daily shift assignments. Once the unit opens, you make staffing adjustments to accommodate census and acuity variations. You practice decision making for both short-term and long-term fluctuations in staffing requirements.			
The Budget Process	At the end of this program, you will be able to: Explain the purposes and uses of a budget; Define and describe the key terms and concepts associated with the budgeting process; Describe and explain the importance of the statistics budget; Define and give examples of final and intermediate products; Describe the process of revenue budget development and calculate an example revenue budget; Describe the process of expense budget calculations and calculate an example expense budget; Explain the purpose of a capital budget.			
VNS Module - Electronic Documentation (Dr. Nokes)	After completing this course, you will be able to: Identify and document interventions required for wound care, document patient response. You will also be able to assess disease process, patient's needs, patient's goals and develop and document a care plan with time frames for completion. You will be able resolve care plan problems through collaboration and intervention.			
Work Management Skills For Community Nurses	This program simulates the decisions that a community nurse makes each day in planning a work schedule. A randomly chosen group of cases are presented for a variety of work settings from inner city to rural. You'll decide on the length and order of activities and travel time.			
NURSING RESEARCH PROGRAMS:				
Understanding Biostatistics	This program was written with both the experienced and inexperienced computer user in mind. The initial menu-driven interface allows quick access to any part of the course; furthermore, the book-marking and on-line registration features allow users to quit at any time and then return to that point at a later time.			
PHARMACOLOGY AND MEDICATION ADMINISTRATION:				

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
Eliminating Medication Errors	Set in a simulated hospital unit, you'll learn to safely administer medications to each patient, resolving administration and dilemmas as you move from room to room. At each room you're given a medication order that includes an administration dilemma with three options. If a wrong decision is made immediate feedback is given and the correct option explained.			
Eliminating Medication Errors with the Elderly	After exploring pharmacodynamics, pharmacokinetics, and polypharmacy, you use your knowledge to solve Mr. Gerry A. Tricks' medication related health problems. You tackle the challenge of correctly passing medications on a simulated geriatric unit.			
Math General Hospital Part 1	You'll laugh your way through MATH GENERAL HOSPITAL as you solve math problems. An optional tutorial demonstrates 15 math skills, including adding, subtracting, multiplying and dividing common fractions, as well as decimals, percentages, rounding and converting decimals and common fractions			
Math General Hospital Part 2	Description above			
Math General Hospital Part 3	Description above			
Nurses Pro-Calc: Abbreviations and Equivalents	Nurse ProCalc is a drill and testing application that can ease the burden of teaching and testing drug calculation skills. Providing students with the repetitive practice opportunity often needed for mastery of these skills, Nurse ProCalc addresses drug calculations from the simple to the complex, and can be used with students at all levels.			
Nurses Pro-Calc: Drugs and Solutions (Make a Test)	Nurses Procalc: Drugs and Solutions Make-a-Test (Description above)			
Nurses Pro-Calc: Drugs and Solutions (Practice)	Nurses Procalc: Drugs And Solutions (Description above)			
Starship Healthwise	The universe is in chaos! Computers have lost the ability to convert between the metric, apothecary, and household measurement systems. Sail into the future with the nursing crew of the Starship Healthwise to calculate these conversions in an exciting game that lets you administer the CORRECT dose to alien life forms. You will have fun drilling and practicing these skills.			

SCHOOL OF HEALTH SCIENCES

<i>PHYSICAL THERAPY</i>				
Body Mechanics	After reviewing the basics of BODY MECHANICS, you enter ABC Hospital where you apply your knowledge in a game that includes graphics and animation. The objective is to avoid strains and injuries by applying your knowledge when lifting, reaching, twisting, carrying, pushing and pulling.			
Brain Tumor	This simulation features initial neurological nursing care for a patient with a newly diagnosed astrocytoma -- grade III (anaplastic astrocytoma).			
Cerebral Aneurysm With Subarachnoid Hemorrhage	The etiology and contributing factors which lead to the development of intracranial aneurysms are described. This simulated case study illustrates the clinical presentation of a patient with a ruptured intracranial aneurysm, essential nursing assessments, and nursing care related to drug therapy preoperatively. Postoperative nursing care and supportive measures for family members are included.			

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Dangling, Transfer and Ambulation (User ID: Student Password: Student)	<p>The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises.</p> <p>It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.</p>			
Gait	<p>Featuring video footage and text, this module details the muscles used in each phase of gait and depicts the forces applied during gait. It allows users to study the subphases of the gait cycle and select a specific joint to closely examine during each subphase. The module also analyzes gait from the perspective of muscle activity and offers kinetic and kinematic data.</p>			
Increased Intracranial Pressure	<p>This program features neurological nursing assessment parameters, diagnostic procedures, and nursing care for a patient with head trauma. Life-threatening complications and nursing care priorities for a patient with increased intracranial pressure (ICP) are the focus of this program.</p>			
Joint Mobilization	<p>This module teaches the principles of joint mobilization. It demonstrates a variety of joint mobilization techniques and highlights such issues as positioning, hand placement, and the direction of force.</p>			
Preventing Patient Falls	<p>This is a highly interactive program that requires risk management decision making. You assess four patient scenarios for the characteristics associated with a high risk of falling. Then you assign each patient to an appropriate risk category, plan nursing care activities that will reduce the risk, and document your plan.</p>			
Protective Positioning (User ID: Student Password: Student)	<p>The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises.</p> <p>It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.</p>			
Range-of-Motion Exercises (User ID: Student Password: Student)	<p>The Mobility Series is designed to help learners master the psychomotor skills necessary to assist clients with protective positioning; dangling, transfer and ambulation; and range-of-motion exercises.</p> <p>It demonstrates how to position clients in the supine, Fowler's, prone, and side-lying positions. It includes suggestions for assessment and safety measures to be used when clients are dangling, transferring from the bed to a wheelchair, ambulating to the foot of the bed and returning to bed. It offers the learner detailed information on performing range-of-motion exercises. In addition, a range-of-motion quiz helps learners master the names of the exercises.</p>			

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
Spinal Cord Injury	This simulation describes the pathophysiology and clinical manifestations of acute spinal cord injury (SCI). Patient assessment, significant laboratory findings, and the effects of SCI on selected body systems are presented. A plan of care to support the significant others of a patient with SCI is included.			
Stroke	This program describes current medical and nursing care for the patient with the diagnosis of acute stroke using the case study approach.			
Spinal Cord and the Peripheral Nervous System	<p>The program covers the following topics:</p> <ol style="list-style-type: none"> 1. Divisions of the Nervous System and General Anatomy 2. General Features of the Spinal Cord, Nerve Cells 3. Meninges and Spaces 4. Cerebrospinal Fluid 5. Blood Supply 6. Bony Structure 7. The Motor, Sensory, and Reflex Pathways 8. Effects of Aging 			

Educational Global Technologies

Online Exams

These exams must be completed at the HPEC

**At the completion of each exam you must show the score to receive an HPEC stamp.*

1. Go to www.edgt.com
2. Click "register now" link
3. Click "I am a **Student**"
4. Enter the Student Access Key: (***look in your CAI booklet for the access key***)
5. Create a username and password
6. Click "Take an EDGT Online Test"
7. Select the test you would like to take
8. After you take the test click "submit" and your results will be displayed. **Do not close the score window once the test is complete. Show your score to an HPEC employee to receive an HPEC stamp.**

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
Basic Principles of Pharmacology	Introductory Concepts Test 1 <i>Exp. 1/25/14</i>			
The overall goal of the tutorial The Basic Principles of Pharmacology is to help students learn basic principles and concepts related to pharmacology in preparation for the safe administration of drugs to patients.	Drug Facts Test 2 <i>Exp. 1/25/14</i>			
	Principles of Drug Action Test 3 <i>Exp. 1/25/14</i>			
	Patient Responses to Drugs Test 4 <i>Exp. 1/25/14</i>			
Be Drug Wise: Psychotherapeutic Drugs	Antidepressant Drugs Test 1 <i>Exp. 1/25/14</i>			
Its primary goal is to provide users with valuable information about the drugs currently being used to promote mental/emotional wellness. In addition, the tutorial covers important nursing implications related to each drug category and includes vital aspects of patient teaching that should accompany a psychotherapeutic drug regimen. Throughout, the tutorial emphasizes client safety and well being.	Antipsychotic Drugs Test 2 <i>Exp. 1/25/14</i>			
	Antimanic Drugs Test 3 <i>Exp. 1/25/14</i>			
	Antianxiety Drugs Test 4 <i>Exp. 1/25/14</i>			
	Nursing Implications Test 5 <i>Exp. 1/25/14</i>			
	Summary Questions Test 6 <i>Exp. 1/25/14</i>			
Math Magic for Meds II	Oral Medication Problems Test 1 <i>Exp. 1/25/14</i>			
This tutorial teaches the basic concepts of dosage calculations using a dimensional analysis approach. Its major intent is to turn a generally high anxiety-producing experience into one that is easy, pleasant, and fun for learners.	Injectable Medication Problems Test 2 <i>Exp. 1/25/14</i>			
	Intravenous Infusion Problem Test 3 <i>Exp. 1/25/14</i>			
	Oral and IM Problems based on Body Weight Test 4 <i>Exp. 1/25/14</i>			
	IV Infusion Problems Based on Body Weight Test 5 <i>Exp. 1/25/14</i>			
Medication Maestro: Giving Oral Medications	Oral Preparation Test 1 <i>Exp. 3/21/13</i>			
The overall instructional goal of this tutorial is to help individuals master the critical skill of giving medications by the oral route. The tutorial incorporates many safety alerts, "what if" clinical situations, and nursing implications. It is generously interspersed with practice	Preparing for Administration Test 2 <i>Exp. 3/21/13</i>			
	Administering Drugs Test 3 <i>Exp. 3/21/13</i>			
	Teaching, Recording and Evaluating Test 4 <i>Exp. 3/21/13</i>			

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
items to help the learner evaluate his/her understanding and learning progress. Patient safety is a primary concern.	Administering Medications Through Nasogastric and Gastrostomy Tube Test 5 <i>Exp. 3/21/13</i>			
Medication Maestro: Safe Medication Administration	Safe Procedure Test 1 <i>Exp. 3/21/13</i>			
The overall instructional goal of this tutorial is to teach the safe administration of medications. It emphasizes measures that nurses can take to avoid making medication errors and keep patients safe from drug induced harm.	Pertinent Drug Information Test 2 <i>Exp. 3/21/13</i>			
	Pertinent Patient Information Test 3 <i>Exp. 3/21/13</i>			
	Ten Steps to Medication Safety Test 4 <i>Exp. 3/21/13</i>			
Physiology and Assessment: The Endocrine System	Physiology and Assessment Test 1 <i>Exp. 1/25/14</i>			
The overall goal of this program is to help nurses accurately assess the endocrine system. The tutorial also includes important aspects of patient assessment and nursing interventions as related to this vital body system.	Physiology and Assessment Test 2 <i>Exp. 1/25/14</i>			
	Physiology and Assessment Test 3 <i>Exp. 1/25/14</i>			
Promoting Safety: Reducing Medical Errors	Promoting Safety Test 1 <i>Exp. 1/25/14</i>			
The goal of this online tutorial is to help healthcare professionals recognize issues that contribute to the occurrence of medical errors and to establish processes that reduce the risk of medical errors.	Promoting Safety Test 2 <i>Exp. 1/25/14</i>			
Strategies for Problem Solving	Problem Solving Theory Test 1 <i>Exp. 1/25/14</i>			
The overall instructional goal of the online tutorial is to enhance the problem solving, critical thinking, and decision making skills of nursing students and current nurse practitioners in common and frequently encountered clinical situations so that they may care for patients safely and more effectively.	Intellectual Skills Used in Problem Solving Test 2 <i>Exp. 1/25/14</i>			
	Intellectual Strategies Used in Problem Solving Test 3 <i>Exp. 1/25/14</i>			
	Methods Used for Problem Solving Test 4 <i>Exp. 1/25/14</i>			
	Steps in the Problem Solving Process Test 5 <i>Exp. 1/25/14</i>			
	Strategies Commonly Used by Nurses Test 6 <i>Exp. 1/25/14</i>			
	Factors Nurses Must Consider Test 7 <i>Exp. 1/25/14</i>			

In preparation for the NCLEX

Each semester you are required to complete a series of NCLEX practice questions. These requirements are listed below and in your syllabus. In order to receive credit, please present the completed questions to an HPEC employee for verification. You will then receive an HPEC authentication stamp.

Nursing 310 – 250 Questions

- Fundamentals
- Maternity

Nursing 312 – 750 Questions

**Students can begin completing these questions in the winter semester*

- Pediatrics
- Medical- Surgical
- Mental Health Nursing

Summer – 800 Questions

- Fundamentals
- Maternity
- Pediatrics
- Medical-Surgical
- Mental Health Nursing

Nursing 410 – 1,000 Questions

- Psychiatric Nursing
- Adult Health

Nursing 412 – 1,500 Questions

**Students can begin completing these questions in the winter semester*

- Review of all the material

State Board Review Questions

Once the form is completed, cut along the edges and submit to your professor. You must show your score to an HPEC employee to receive an "HPEC" authenticated stamp.

***Please note NO SCORE NO STAMP.**



Health Professions Education Center

NCLEX Questions _____ (semester)

Name: _____

# of Questions	Date	HPEC Stamp	# of Questions	Date	HPEC Stamp
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

A total of _____ questions need to be completed by the end of this semester.

