

# Computer Assisted Instruction (CAI) Book

Name: \_\_\_\_\_

**CLASS OF 2028**



**Hours of Operation:**

Monday - Thursday 9:00am-9:00pm

Friday 9:00am-5:00pm

## **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-efficient 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 Instructional (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 is 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 instructional equipment doesn't tire and 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 does not judge you, and you learn in private. Although the system may lack a sense of humor, it won'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 are 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 viewing the information on the screen, you press a key or click your 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:** This system is similar to utilizing flash cards. You are first presented with a question, and you choose an answer from several options. You can get feedback on overall scores, and/or specific topic performance. This format is especially useful for learning patterns such as arrhythmias, and preparing for licensing or certification exams.

## **How to Access EDGT Online Programs**

Programs can be completed at the HPEC or at home.

### **Step-by-Step Registration & Testing Instructions:**

1. Visit [www.edgt.com](http://www.edgt.com)
2. Click “Register Now”
3. Choose “I am a Student”
4. Enter your Student Access Key  
(Format for Class of 2028: S-HPEC-xxxx-xxxx)  
(Provided by your instructor – do not share.)
5. Create your username and password
6. Choose the Tutorial & Tests you need to complete
7. After completing the test, click “Submit” to view your score.

### **Score Requirements:**

- 80% or better on post-tests is required by HBSON.
- 100% required for any medication administration programs.

### **Important:**

- Print a copy of your score after each post-test for your records.

# List of Tutorials and Units

## Basic Principles of Pharmacology

### Module 1: Introductory Concepts

- Unit 1: Importance of Drugs
- Unit 2: Definition of Terms
- Unit 3: Historical Aspects
- Unit 4: Legal Aspects
- Unit 5: Ethical Aspects
- Unit 6: Do Not Use List of Abbreviations

### Module 2: Drug Facts

- Unit 1: Drug Development
- Unit 2: Names of Drugs
- Unit 3: Sources of Drugs
- Unit 4: Drug Classification
- Unit 5: Routes of Administration
- Unit 6: Drug Preparation

### Module 3: Principles of Drug Action

- Unit 1: Introduction
- Unit 2: Pharmaceutical Phase
- Unit 3: Pharmacokinetic Phase
- Unit 4: Pharmacodynamics Phase
- Unit 5: Related Concepts

### Module 4: Responses to Drugs

- Unit 1: Factors Affecting Drug Responses
- Unit 2: Types of Drug Responses
- Unit 3: Drug Interactions
- Unit 4: Developmental Considerations

### Module 5: Test Bank Pharmacology Test 1-4

## Be Drug Wise: Psychotherapeutic Meds

### Module 1: Introductory Concepts

- Unit 1: Why learn about the Psychotherapeutic Drugs?
- Unit 2: Definitions and Incidence of Mental Health Disorders
- Unit 3: Role of the Prescriber
- Unit 4: Role of Client

### Module 2: Types of Antidepressants

- Unit 1: Specific Antidepressants
- Unit 2: Client Care Considerations

### Module 3: Antianxiety Drugs

- Unit 1: Benzodiazepines

### Module 4: Drugs to treat Bipolar Disorder

- Unit 1: Lithium
- Unit 2: Anticonvulsants
- Unit 3: Other Medications
- Unit 4: Practice Items

### Module 5: Antipsychotic Drugs

- Unit 1: First-Generation Antipsychotic
- Unit 2: Second-Generation Antipsychotics
- Unit 3: Maintenance Therapy
- Unit 4: Contraindications
- Unit 5: Safety Alert
- Unit 6: Antipsychotic Side Effects
- Unit 7: Client Care Considerations
- Unit 8: Related Practice Items

### Module 6: Nursing Implications

- Unit 1: Assessment
- Unit 2: Nursing Diagnoses
- Unit 3: Planning
- Unit 4: Implementation
- Unit 5: Evaluation
- Unit 6: Practice Items

### Module 7: Be Drug Wise Jeopardy Game

### Module 8: Test Bank Be Drug Wise Test 1-5

## Math Magic for Meds II

### Module 1: The Basics of Dimensional Analysis Unit

### Unit 1: Definitions, Labels, and Conversion Factors

### Unit 2: Variable Conversion Factors Module

### Unit 3: Solving Simple Drug Problems

### Unit 4: Rules for Rounding Drug Dosages

### Unit 5: "Do Not Use" List of Abbreviations

### Unit 6: Injection Information Chart

### Module 2: Injectable Medication Problems

### Unit 1: Introduction

### Unit 2: Oral Medication Example Problems

### Unit 3: Oral Medication Practice Problems

### Unit 4: Injectable Medication Example Problems

### Unit 5: Injectable Medication Practice Problems

### Module 3: Intravenous Infusion Problems

### Unit 1: Introduction

### Unit 2: Example Problems

### Unit 3: Practice Problems

### Module 4: Medication Problems Based on Body Weight

### Unit 1: Introduction

### Unit 2: Oral & IM Medications - Example Problems

### Unit 3: Oral & IM Medications - Practice Problems

### Unit 4: IV Medications - Example Problems

### Unit 5: IV Medications - Practice Problems

### Module 5: Test Bank Math Magic for Meds II: Test 1-5

## Medication Maestro: Giving Oral Medications

### Module 1: Oral Preparations

### Unit 1: Solid Preparations

### Unit 2: Liquid Preparations

### Unit 3: Related Preparations

### Unit 4: Practice Items

### Module 2: The Procedure for giving Solid Oral Medications

### Unit 1: Preparation for Administration

### Unit 2: Preparing the Medications

### Unit 3: Administering the Medications

### Unit 4: Recording the Administration

### Unit 5: Evaluating Patient Responses

### Unit 6: Summary of the Procedure

### Module 3: Related Routes and Procedures

### Unit 1: Giving Oral Liquid Medications

### Unit 2: Buccal and Sublingual Routes

### Unit 3: Giving Medications Via Nasogastric or Gastrostomy

### Unit 4: Practice Items for Module 3

### Module 4: Practice Decision Making Set 1-4

### Module 5: "Do Not Use" List of Abbreviations

### Module 6: Test Bank Giving Oral Medications Test 1-5

## Medication Maestro: Safe Medication Administration

### Module 1: Safe Procedures and What Can Go Wrong

### Unit 1: The 10 Rights of Medication Administration

### Unit 2: Knowing Pertinent Drug Information

### Unit 3: Knowing Pertinent Patient Information

### Unit 4: "Do Not Use" List of Abbreviations

### Module 2: Identify the Medication Error

### Unit 1: A Practice Activity

### Module 3: Ten Steps to Medication Safety

### Unit 1: Know your patients

### Unit 2: Know your Drugs

### Unit 3: Ensure clear communications

### Unit 4: Take the measures to assure the administration of the right drug

### Unit 5: Restrict drug stock, storage, and distribution

### Unit 6: Evaluate drug delivery systems and assure competency in use

### Unit 7: Optimize the work environment

- Unit 8: Educate staff
- Unit 9: Encourage patient participation
- Unit 10: Focus on the process, not the practitioner

*Module 4: Was an Error Made? You Make the Call!*

*Module 5: Test Bank Safe Administration of Medication Test 1-4*

### **Basic Head to Toe Patient Assessment**

*Module 1: Obtaining an Accurate Health History*

- Unit 1: Develop Patient Rapport
- Unit 2: Use Good Verbal Communication Skills
- Unit 3: Use Good Non-Verbal Communication Skills
- Unit 4: Taking the Patient's Health History
- Unit 5: Practice Items

*Module 2: Skills, Vital Signs, Movement, Gait, and Coordination*

- Unit 1: Skills Used in Physical Assessment
- Unit 2: Taking Vital Signs
- Unit 3: Assessing Gait, Movement, and Coordination
- Unit 4: Practice Items

*Module 3: Assessment of the Skin, Nails, Hair, and Scalp*

- Unit 1: Assessment of the Skin
- Unit 2: Assessment of the Nails
- Unit 3: Assessment of the Hair and Scalp
- Unit 4: Practice Items

*Module 4: Assessment of the Head and Neck*

- Unit 1: Assessment of the Head
- Unit 2: Assessment of the Neck
- Unit 3: Practice Items

*Module 5: Assessment of the Chest, Back, and Upper Extremities*

- Unit 1: Assessment of the Chest and Back
- Unit 2: Assessment of the Upper Extremities
- Unit 3: Practice Items

*Module 6: Assessment of the Abdomen and Lower Extremities and Genitourinary and Rectal Examinations*

- Unit 1: Assessment of the Abdomen
- Unit 2: Assessment of the Lower Extremities
- Unit 3: Genitourinary and Rectal Examinations
- Unit 4: Practice Items

*Module 7: Documentation Tips*

- Unit 1: Documentation Systems
- Unit 2: Documenting Incomplete Data, Patient teaching, and discharge Planning
- Unit 3: Practice Items

*Module 8: Head-to-Toe Jeopardy Game*

*Module 9: Test Bank Head-To-Toe Patient Assessment Test 1-5*

### **Physiology and Assessment: The Endocrine System**

*Module 1: Introduction*

*Module 2: The Pituitary Gland*

- Unit 1: Location
- Unit 2: Hormones of the Anterior Pituitary
- Unit 3: Hormones of the Posterior Pituitary
- Unit 4 Disorders of the Pituitary Gland
- Unit 5: Practice Items

*Module 3: The Thyroid Gland*

- Unit 1: Location of the Thyroid Gland
- Unit 2: Hormones of the Thyroid Gland
- Unit 3: Disorders of the Thyroid Gland
- Unit 4: Practice Items

*Module 4: Parathyroid Glands*

- Unit 1: Location of the Parathyroid Glands
- Unit 2: Hormones of the Parathyroid Glands
- Unit 3: Disorders of the Parathyroid Glands
- Unit 4: Practice Items

*Module 5: Adrenal Glands*

- Unit 1: Location and Hormones of the Adrenal Glands
- Unit 2: Disorders of the Adrenal Glands
- Unit 3: Practice Items

*Module 6: Pancreas*

- Unit 1: Location and Hormones of the Pancreas
- Unit 2: Disorders of the Pancreas
- Unit 3: Practice Items

*Module 7: Thymus, Pineal Gland, and Gonads*

- Unit 1: Location and Hormones of the Thymus
- Unit 2: Location and Hormones of the Pineal Gland
- Unit 3: Location and Hormones of the Gonads
- Unit 4: Practice Items

*Module 8: Drag and Drop Practice Activity*

*Module 9: Test Bank Endocrine System Test 1-3*

### **Physiology and Assessment: The Cardiac System**

*Module 1: Introductory Concepts*

- Unit 1: Anatomy of the Heart
- Unit 2: Anatomy of the Blood Vessels
- Unit 3: Anatomy of the Lymphatic System
- Unit 4: Practice Items

*Module 2: Physiology of the Cardiac System*

- Unit 1: The Heart's Conduction System
- Unit 2: The Cardiac Cycle
- Unit 3: Cardiac Output
- Unit 4: Circulation

*Module 3: Assessment: Normal Findings and Nursing Implications*

- Unit 1: Patient/Family History
- Unit 2: Inspection
- Unit 3: Palpation
- Unit 4: Percussion
- Unit 5: Auscultation
- Unit 6: Practice Items

*Module 4: Assessment: Abnormal Findings and Nursing Implications*

- Unit 1: Inspection
- Unit 2: Palpation
- Unit 3: Auscultation
- Unit 4: Patient Teaching

*Module 5: Cardiac System Jeopardy Game*

*Module 6: Test Bank Cardiac System: Test 1-3*

### **Physiology: Promoting Acid-Base Balance**

*Module 1: Definitions*

*Module 2: Acid-Base Regulation*

- Unit 1: Buffers
- Unit 2: The Respiratory System
- Unit 3: The Kidneys
- Unit 4: Effects of Aging
- Unit 5: Practice Items

*Module 3: Analyzing Arterial Blood Gases*

*Module 4: Respiratory Acidosis/Alkalosis*

- Unit 1: Respiratory Acidosis
- Unit 2: Respiratory Alkalosis
- Unit 3: Practice Items

*Module 5: Metabolic Acidosis/Alkalosis*

- Unit 1: Metabolic Acidosis
- Unit 2: Metabolic Alkalosis
- Unit 3: Practice Items

*Module 6: Acid-Base Crossword Puzzle*

*Module 7: Test Bank Acid-Base Test 1-3*

### **Physiology: Promoting Fluid and Electrolyte Balance**

*Module 1: How the Body Maintains Fluid Balance*

- Unit 1: Introduction
- Unit 2: Types of Body Fluids
- Unit 3: Movement of Body Fluids
- Unit 4: Mechanisms that Regulate Fluid Balance
- Unit 5: Practice Items

*Module 2: Dealing with Specific Types of Fluid Balances and Imbalances*

- Unit 1: Dehydration
- Unit 2: Hypovolemia
- Unit 3: Hypervolemia
- Unit 4: Water Intoxication
- Unit 5: Practice Items

*Module 3: How the Body Maintains Electrolyte Balance*

- Unit 1: Electrolyte Characteristics
- Unit 2: How the Body Regulates Electrolytes
- Unit 3: Other Factors Affecting Electrolytes Balance
- Unit 4: Practice Items

*Module 4: Specific Electrolyte Balances and Imbalances*

- Unit 1: Sodium
- Unit 2: Potassium
- Unit 3: Calcium
- Unit 4: Magnesium
- Unit 5: Phosphorous
- Unit 6: Chloride

*Module 5: Fluid & Electrolyte Jeopardy Game*

*Module 6: Test Bank Fluid/Electrolyte Test 1-6*

**Fundamentals: Therapeutic Communication Skills**

*Module 1: Introduction to Communication*

*Module 2: What is Communication?*

*Module 3: Therapeutic Verbal Communication Techniques*

*Module 4: Therapeutic Non-Verbal Communication Techniques*

*Module 5: Barriers to Therapeutic Communication*

*Module 6: Cultural sensitivity and Communication*

*Module 7: Legal Issues and Communication*

*Module 8: Test Bank Communication Skills: Test 1-3*

**Promoting Safety: Reducing Medical Errors**

*Module 1: Incidence, Prevalence, and the Cost of Medical Errors*

*Module 2: Factors that Contribute to Medical Error Occurrence*

*Module 3: Strategies to Reduce the Risk of Various Types of Medical Errors*

- Unit 1: Medication Errors
- Unit 2: Wrong Site Surgery
- Unit 3: Patient Falls
- Unit 4: Documentation Errors

*Module 4: Test Bank Reducing Medical Errors: Test 1-3*

**Infection Control**

*Module 1: The Problem of Hospital-Acquired Infections (HAI's) Module*

*Module 2: Hand Hygiene*

*Module 3: Surgical Site Infections*

*Module 4: Catheter-Associated Urinary Tract Infections*

*Module 5: Catheter-Related Bloodstream Infections*

*Module 6: Hospital-Acquired Pneumonia*

*Module 7: Ventilator-Associated Pneumonia (VAP)*

*Module 8: Test Bank Infection Control Test 1-3*

**Effective Pain Management**

*Module 1: Types of Pain*

*Module 2: Pain Assessment*

- Unit 1: Patient History
- Unit 2: Assessment Tips
- Unit 3: Pain Rating Scales
- Unit 4: Age-Related Assessment

*Module 3: Pharmacological Interventions*

- Unit 1: Over-the Counter Medications
- Unit 2: Non-Opioids Prescription Pain Medication
- Unit 3: Opioids
- Unit 4: Systems of Drug Delivery
- Unit 5: The Use of Cannabinoids
- Unit 6: Practice Items

*Module 4: Non-Pharmacologic Pain Management Interventions*

Unit 1: Pain Journals

Unit 2: Relaxation Strategies-Breathing Exercises, Yoga, and Guided Imagery

Unit 3: Biofeedback

Unit 4: Acupuncture

Unit 5: Practice Items

*Module 5: Crossword Puzzle*

*Module 6: Test Bank Effective Pain Management Test 1-3*

**Strategies for Problem Solving**

*Module 1: Introductory Concepts*

- Unit 1: Problem Solving Theory
- Unit 2: Intellectual Skills used in Problem Solving
- Unit 3: Intellectual Strategies Used in Problem Solving
- Unit 4: Methods Used for Problem solving
- Unit 5: Steps in the Problem Solving Process

*Module 2: Strategies and Skills Commonly Used by Nurses*

- Unit 1: Problem solving Strategies Used by Nurses
- Unit 2: Intellectual Skills used by Nurses
- Unit 3: Comparison of Novice and Expert Nurses

*Module 3: Factors Nurses Must Consider*

- Unit 1: Time
- Unit 2: Patient Safety
- Unit 3: Patient Wishes
- Unit 4: Patient Rights
- Unit 5: Patient Health Status
- Unit 6: Costs
- Unit 7: Medical Regimen
- Unit 8: Resources Available
- Unit 9: Policies and Procedures
- Unit 10: Unit and Hospital Schedules

*Module 4: Wheels to Wellness*

*Module 5: Practice Decision Making*

*Module 6: Problem Solving Strategies Jeopardy Game*

*Module 7: Test Bank Problem Solving Test 1-7*

**Management Skills: Effective Delegation**

*Module 1: The Delegation Process*

- Unit 1: The Five Rights of Delegation
- Unit 2: Implementing the Delegation Process
- Unit 3: Responsibilities Inherent in Delegation
- Unit 4: Guidelines for Effective Delegation

*Module 2: Barriers to Effective Delegation*

*Module 3: Practice Activity-Did a Violation of the Five Rights Occur?*

*Module 4: Practice Activity-To Delegate or Not to Delegate?*

*Module 5: Practice Activity-A Review of Practice Items and Situations Practice Set 1-3*

*Module 6: Test Bank Effective Delegation Test 1-3*

**Ethical and Legal Issues in Nursing**

*Module 1: Basic Ethical Concepts*

- Unit 1: An Example of an Ethical Dilemma
- Unit 2: Terminology
- Unit 3: Nurse's Obligation & Practice Activities

*Module 2: The Best Ethical Choice*

*Module 3: Basic Legal Concepts*

- Unit 1: Patient Rights and Responsibility
- Unit 2: Nurse Practice Act and Hospital Mandates
- Unit 3: Some Thoughts about Documentation
- Unit 4: Elements of Malpractice
- Unit 5: Good Samaritan Act
- Unit 6: Practice Items

*Module 4: Making Legally Sound Decisions*

*Module 5: E-Mail, Social Media, Ethics and Legalities*

Unit 1: Communicating with E-mail

Unit 2: Using Social Media

Unit 3: Recommendations

Unit 4 Practice Items

*Module 6: Test Bank Ethical and Legal Issues Test 1-3*

### **Detecting and Preventing Elder Abuse**

*Module 1: Definition*

*Module 2: Incidence of Older Adult Abuse*

*Module 3: Characteristics of the Victims of Older Adult Abuse*

*Module 4: Characteristics of the Older Adult Abuse*

*Module 5: Recognizing the Signs and Symptoms of Older Adult Abuse*

Unit 1: Physical Abuse

Unit 2: Emotional Abuse

Unit 3: Sexual Abuse

Unit 4: Neglect and Abandonment

Unit 5: Financial Abuse

Unit 6: Practice Items

*Module 6: Responsibilities of Healthcare Professionals*

*Module 7: Stopping/Preventing Older Adult Abuse*

*Module 8: Test Bank Older Adult Abuse Test 1 - 3*

### **Home Health Nursing**

*Module 1: Differences in Nursing Practice in the Home versus a Hospital Setting*

Unit 1: Work Environment

Unit 2: Role of the Nurse

Unit 3: Patient Care

*Module 2: Problem-Solving Theory Applied to Home Health Nursing*

Unit 1: Problem-Solving Strategies

Unit 2: Intellectual Skills

*Module 3: Home Care Scenarios*

Unit 1 : Mr. Keenan

Unit 2: Mrs. Whitmore

*Module 4: Competencies Home Health Care Nurses Need to Develop*

Unit 1: Assessment Skills

Unit 2: Technical Skills

Unit 3: Critical Thinking Skills

Unit 4: Documentation Skills

Unit 5: Computer Skills

Unit 6: Client Teaching/Communication Skills

Unit 7: Knowledge of Regulations, Policies, and Mandates

Unit 8: Practice Items

*Module 5: Test Bank Home Health Nursing Test 1-4*

### **Pediatrics: Growth and Development**

*Module 1: Theoretical Perspectives*

Unit 1: Introduction

Unit 2: Stages of Pediatric Growth and Development

Unit 3: Practice Items

*Module 2: Infant (Birth to One Year)*

Unit 1: Important Characteristics

Unit 2: Nursing Implications

Unit 3: Practice Items

*Module 3: Toddler (1-3 Years)*

Unit 1: Important Characteristics

Unit 2: Nursing Implications

Unit 3: Practice Items

*Module 4: Pre-Schooler (3-6 Years)*

Unit 1: Important Characteristics

Unit 2: Nursing Implications

Unit 3: Practice Items

*Module 5: School-Age (6-12)*

Unit 1: Important Characteristics

Unit 2: Nursing Implications

Unit 3: Practice Items

*Module 6: Adolescent (12-18 Years)*

Unit 1: Important Characteristics

Unit 2: Nursing Implications

Unit 3: Practice Items

*Module 7: Drag and Drop Practice Activity*

*Module 8: Test Bank Growth and Development Test 1-3*

### **Promoting Wellness: Bipolar Disorder**

*Module 1: Definition, Types, and Incidence*

Unit 1: Definition of Bipolar Disorder

Unit 2: Types of Bipolar Disorder

Unit 3: Incidence of Bipolar Disorder

*Module 2: Possible Causes of Bipolar Disorder*

Unit 1: Hereditary Factors

Unit 2: Neurobiological Factors

Unit 3: Sociocultural Issues

Unit 4: Emotional and Cognitive Issues

*Module 3: Diagnosing Bipolar I Disorder*

Unit 1: Client Assessment

Unit 2: Signs and Symptoms

Unit 3: Diagnostic Criteria

*Module 4: Diagnosing Bipolar II Disorder*

*Module 5: Treatment Intervention*

Unit 1: Drug Therapy

Unit 2: Psychotherapy and Support Groups

Unit 3: Electroconvulsive Therapy (ECT)

Unit 4: Complementary Medicine

*Module 6: Client Care Considerations*

*Module 7: Test Bank Bipolar Disorder Test 1-3*

### **Promoting Wellness: Depression**

*Module 1: Definition Of Depression*

*Module 2: Types Of Depression*

Unit 1: Major Depressive Disorder

Unit 2: Persistent Depressive Disorder (Dysthymia)

Unit 3: Premenstrual Dysphoric Disorder (PMDD)

Unit 4: Substance/Medication-Induced Disorder

Unit 5: Postpartum Depression

Unit 6: Seasonal Affective Disorder (SAD)

*Module 3: Possible Causes of Depression*

Unit 1: Genetics

Unit 2: Physical and Emotional Factors

Unit 3: Psychosocial Factors

Unit 4: Neuro-Biochemical Factors

Unit 5: Practice Items

*Module 4: Treatment Interventions*

Unit 1: Assessment Reminders

Unit 2: Drug Therapy

Unit 3: Psychotherapy and Cognitive Behavioral Therapy

Unit 4: Electroconvulsive Therapy (ECT)

Unit 5: Alternative/Complementary Therapies

Unit 6: Practice Items

*Module 5: Client Care Considerations*

Unit 1 Considerations for All Healthcare Personnel

Unit 2: Important Nursing Implications

Unit 3: Implications and Conclusion

Unit 4: Practice Items

*Module 6: Test Bank Depression Test 1-3*

## **Promoting Wellness: Generalized Anxiety Disorder**

### *Module 1: Definition of Generalized Anxiety Disorder*

### *Module 2: Incidence and Prevalence of GAD*

### *Module 3: Possible Causes of GAD*

- Unit 1: Neurotransmitters
- Unit 2: Interpersonal
- Theory Unit 3: Behavioral
- Theory Unit 4: Genetics
- Unit 5: Risk Factors
- Unit 6: Practice Items

### *Module 4: Diagnosing Generalized Anxiety Disorder*

- Unit 1: Signs and Symptoms of GAD
- Unit 2: Diagnostic Criteria
- Unit 3: Practice Items

### *Module 5: Treatment Interventions for GAD*

- Unit 1: Pharmacologic Therapy
- Unit 2: Psychotherapy
- Unit 3: Complementary Strategies
- Unit 4: Practice Items

### *Module 6: Client care Considerations and Nursing Implications*

- Unit 1: Considerations for All Healthcare Personnel
- Unit 2: Nursing Implications
- Unit 3: Conclusion

### *Module 7: Test Bank Generalized Anxiety Disorder Test 1-3*

## **Promoting Wellness: Obsessive-Compulsive Disorder**

### *Module 1: Description of Obsessive-Compulsive Disorder*

### *Module 2: Incidence, Risk Factors, and Possible Causes*

- Unit 1: Incidence of OCD
- Unit 2: Risk Factors for OCD
- Unit 3: Possible Causes of OCD
- Unit 4: Related Practice Items

### *Module 3: Diagnosing Obsessive-Compulsive Disorder*

- Unit 1: Physical and Mental Health Assessment
- Unit 2: Signs and Symptoms of OCD
- Unit 3: Diagnostic Criteria
- Unit 4: Related Thinking Questions

### *Module 4: Prognosis and Complications*

### *Module 5: Treatment Interventions for OCD*

- Unit 1: Drug Therapy
- Unit 2: Behavior Therapy
- Unit 3: Cingulotomy
- Unit 4: Related Practice Items

### *Module 6: Client Care Issues and Nursing Implications*

- Unit 1: Client Care Issues
- Unit 2: Nursing Implications
- Unit 3: Related Practice Items

### *Module 7: Test Bank Obsessive-Compulsive Disorder Test 1-3*

## **Promoting Wellness: Schizophrenia**

### *Module 1: Definition of Schizophrenia*

### *Module 2: Incidence, Prevalence, and Course*

### *Module 3: Risk Factors for Schizophrenia*

### *Module 4: Possible Causes of Schizophrenia*

- Unit 1: Genetic theories
- Unit 2: Biochemical theories
- Unit 3: Structural brain abnormalities
- Unit 4: Immunovirologic factors
- Unit 5: Related practice items

### *Module 5: Diagnosing Schizophrenia*

- Unit 1: The Signs and Symptoms of Schizophrenia
- Unit 2: Diagnostic Criteria
- Unit 3: Disease Phases
- Unit 4: Course of the Disease
- Unit 5: Related Practice Items

### *Module 6: Treatment Interventions for Schizophrenia*

- Unit 1: Drug Therapy
- Unit 2: Psychosocial Therapy
- Unit 3: Community Support Programs
- Unit 4: Related Practice Items

### *Module 7: Client Care Considerations and the Nursing Process*

- Unit 1: Considerations for All Healthcare Personnel
- Unit 2: The Nursing Process
- Unit 3: Related Practice Items

### *Module 8: Test bank Schizophrenia Test 1-3*

## **HIPAA Basics**

### *Module 1: What is HIPAA?*

- Unit 1: Definition of HIPAA
- Unit 2: Why is HIPAA important?
- Unit 3: Who Benefits from HIPAA?
- Unit 4: Practice Items

### *Module 2: Basics of the Primary HIPAA Rules*

- Unit 1: The Privacy Rule
- Unit 2: The Security Rule
- Unit 3: The Breach Notification Rule
- Unit 4: Practice Items

### *Module 3: How to Comply with HIPAA*

- Unit 1: Who must be HIPAA Compliant?
- Unit 2: Fundamental Elements of an Effective Compliance Program
- Unit 3: Suggestions for HIPAA Compliance
- Unit 4: Practice Items

### *Module 4: How to Comply with HIPAA*

- Unit 1: What is the Difference Between a Data Breach and a HIPAA Violation?
- Unit 2: What are the Most Common HIPAA Violations?
- Unit 3: How to Prevent HIPAA Violations
- Unit 4: Practice Items

### *Module 5: Consequences for HIPAA Violations*

- Unit 1: Civil Penalties
- Unit 2: Criminal Penalties
- Unit 3: Practice Items

### *Module 6: How to File a HIPAA Complaint*

- Unit 1: Submitting a HIPAA Violation Complaint
- Unit 2: What to Expect after Filing a Complaint
- Unit 3: Practice Items

### *Module 7: Test Bank HIPAA Basics Test 1-3*



# SCORE SHEETS

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
<b><i>Basic Principles of Pharmacology</i></b>				
The overall goal of the tutorial <i>The Basic Principles of Pharmacology</i> is to help students learn basic principles and concepts related to pharmacology in preparation for the safe administration of drugs to patients.	<b>Introductory Concepts</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Drug Facts</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Principles of Drug Action</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Responses to Drugs</b> <b>Test 4</b> <i>Exp. 4/15/26</i>			
<b><i>Be Drug Wise: Psychotherapeutic Meds</i></b>				
The primary goal of this tutorial 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.	<b>Antidepressant Drugs</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Antipsychotic Drugs</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Drugs to Treat Bipolar Disorder</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Antianxiety Drugs</b> <b>Test 4</b> <i>Exp. 4/15/26</i>			
	<b>Nursing Implications</b> <b>Test 5</b> <i>Exp. 4/15/26</i>			
<b><i>Math Magic for Meds II</i></b>				
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.	<b>Oral Medication Problems</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Injectable Medication Problems</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			

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	<b>Intravenous Infusion Problems</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Oral &amp; IM Problems Based on Body Weight</b> <b>Test 4</b> <i>Exp. 4/15/26</i>			
	<b>IV Infusion Problems Based on Body Weight</b> <b>Test 5</b> <i>Exp. 4/15/26</i>			
<b>Medication Maestro: Giving Oral Medications</b>				
<p>The overall instructional goal of this tutorial is to help individuals master the critical skill of giving medications orally. The tutorial incorporates many safety alerts, "what if" clinical situations, and nursing implications. It is generously interspersed with practice items to help the learner evaluate his/her understanding and learning progress. Patient safety is a primary concern.</p>	<b>Oral Preparation</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Preparing for Administration</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Administering Drugs</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Teaching, Recording, and Evaluating</b> <b>Test 4</b> <i>Exp. 4/15/26</i>			
	<b>Administering Medications Through Nasogastric and Gastrostomy Tubes</b> <b>Test 5</b> <i>Exp. 4/15/26</i>			
<b>Medication Maestro: Safe Medication Administration</b>				
<p>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.</p>	<b>Safe Procedure</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Pertinent Drug Information</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Pertinent Patient Information</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Ten Steps to Medication Safety</b> <b>Test 4</b> <i>Exp. 4/15/26</i>			

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<b>Basic Head to Toe Patient Assessment</b>				
The overall goal of the online tutorial, <i>Basic Head to Toe Patient Assessment</i> is to help nurses acquire basic physical assessment skills and to be able to conduct a basic head to toe patient assessment in less than twenty minutes.	Introduction to Physical Assessment Test 1 <i>Exp. 4/15/26</i>			
	Introduction to Physical Assessment Test 2 <i>Exp. 4/15/26</i>			
	Introduction to Physical Assessment Test 3 <i>Exp. 4/15/26</i>			
	Introduction to Physical Assessment Test 4 <i>Exp. 4/15/26</i>			
	Introduction to Physical Assessment Test 5 <i>Exp. 4/15/26</i>			
<b>Physiology and Assessment: The Endocrine System</b>				
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 1 <i>Exp. 4/15/26</i>			
	Physiology and Assessment Test 2 <i>Exp. 4/15/26</i>			
	Physiology and Assessment Test 3 <i>Exp. 4/15/26</i>			
<b>Physiology and Assessment: The Cardiac System</b>				
The purpose of this educational program is to help nurses accurately assess the cardiac system, identify normal findings, and recognize abnormal findings.	Physiology and Assessment Test 1 <i>Exp. 4/15/26</i>			
	Physiology and Assessment Test 2 <i>Exp. 4/15/26</i>			
	Physiology and Assessment Test 3 <i>Exp. 4/15/26</i>			
<b>Physiology: Promoting Acid-Base Balance</b>				
The overall goal of this program is to help nurses recognize and intervene when patients exhibit signs and symptoms of an acid-base imbalance. This online	Acid Base Crossword Puzzle <i>Exp. 4/15/26</i>			

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tutorial is intended for both students and practicing nurses who wish to improve their ability to recognize an acid-base imbalance and initiate interventions to help their patients return to a state of optimal wellness.	<b>Acid-Base Balance and Imbalance Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Acid-Base Balance and Imbalance Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Acid-Base Balance and Imbalance Test 3</b> <i>Exp. 4/15/26</i>			
<b>Physiology: Promoting Fluid and Electrolyte Balance</b>				
The tutorial is designed for both students and practicing nurses who wish to improve their ability to recognize fluid and electrolyte imbalances and initiate appropriate nursing interventions to keep their patients in a maximum state of balance.	<b>Fluid/Electrolyte Balances and Imbalances Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Fluid/Electrolyte Balances and Imbalances Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Fluid/Electrolyte Balances and Imbalances Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Fluid/Electrolyte Balances and Imbalances Test 4</b> <i>Exp. 4/15/26</i>			
	<b>Fluid/Electrolyte Balances and Imbalances Test 5</b> <i>Exp. 4/15/26</i>			
	<b>Fluid/Electrolyte Balances and Imbalances Test 6</b> <i>Exp. 4/15/26</i>			
<b>Fundamentals: Therapeutic Communication Skills</b>				
<p>The major goal of this online tutorial is to help healthcare professionals improve communications with patients, families, and each other.</p> <p>The target audience for this tutorial is students and healthcare professionals who are interested in improving their communication skills.</p>	<b>Fundamentals: Therapeutic Communication Skills Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Fundamentals: Therapeutic Communication Skills Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Fundamentals: Therapeutic Communication Skills Test 3</b> <i>Exp. 4/15/26</i>			
<b>Promoting Safety: Reducing Medical Errors</b>				
The <i>Promoting Safety: Reducing Medical Errors</i> online tutorial was designed for both students and current healthcare professionals who want to	<b>Promoting Safety Test 1</b> <i>Exp. 4/15/26</i>			

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decrease the occurrence of medical errors and increase patient safety.	<b>Promoting Safety Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Promoting Safety Test 3</b> <i>Exp. 4/15/26</i>			
<b>Infection Control</b>				
The overall goal of this online tutorial is to help nurses implement strategies to reduce infections in the healthcare setting. It is intended for students and practitioners of the nursing profession who wish to improve their ability to initiate appropriate infection control strategies.	<b>Infection Control Strategies Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Infection Control Strategies Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Infection Control Strategies Test 3</b> <i>Exp. 4/15/26</i>			
<b>Effective Pain Management</b>				
This tutorial was designed for nursing students who wish to improve their ability to assess pain in patients, and initiate appropriate nursing interventions to help alleviate or stop this pain.	<b>Effective Pain Management Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Effective Pain Management Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Effective Pain Management Test 3</b> <i>Exp. 4/15/26</i>			
<b>Strategies for Problem Solving</b>				
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.	<b>Problem Solving Theory Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Intellectual Skills Used in Problem Solving Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Intellectual Strategies Used in Problem Solving Test 3</b> <i>Exp. 4/15/26</i>			
	<b>Methods Used for Problem Solving Test 4</b> <i>Exp. 4/15/26</i>			
	<b>Steps in the Problem Solving Process Test 5</b> <i>Exp. 4/15/26</i>			

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	<b>Strategies Commonly Used by Nurses</b> <b>Test 6</b> <i>Exp. 4/15/26</i>			
	<b>Factors Nurses Must Consider</b> <b>Test 7</b> <i>Exp. 4/15/26</i>			
<b>Management Skills: Effective Delegation</b>				
The objective of this tutorial is to teach nursing students the essential elements for the safe delegation of nursing care and then help users apply these concepts in a variety of healthcare settings.	<b>Management Skills</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Management Skills</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Management Skills</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
<b>Ethical and Legal Issues in Nursing</b>				
The overall learning goal of this tutorial is to introduce practicing nurses and nursing students to basic ethical and legal issues in nursing.	<b>Ethical and Legal Issues</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Ethical and Legal Issues</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Ethical and Legal Issues</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
<b>Detecting and Preventing Older Adult Abuse</b>				
The goal of this educational program is to help healthcare professionals recognize older adult abuse and intervene effectively to prevent the occurrences of such abuse.	<b>Detecting and Preventing Older Adult Abuse</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Detecting and Preventing Older Adult Abuse</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Detecting and Preventing Older Adult Abuse</b> <b>Test 3</b> <i>Exp. 4/15/26</i>			
<b>Home Health Nursing</b>				
The goal of this online tutorial is to help learners understand the differences between caring for patients in an acute care setting versus a home setting.	<b>Home Health Nursing</b> <b>Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Home Health Nursing</b> <b>Test 2</b> <i>Exp. 4/15/26</i>			

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	Home Health Nursing Test 3 <i>Exp. 4/15/26</i>			
	Home Health Nursing Test 4 <i>Exp. 4/15/26</i>			
<b><i>Pediatrics: Growth and Development</i></b>				
This online tutorial is designed to help nurses recognize normal characteristics of children in the various stages of growth and development beginning with the neonate and ending with the adolescent.	Pediatrics: An Introduction to Growth and Development Test 1 <i>Exp. 4/15/26</i>			
	Pediatrics: An Introduction to Growth and Development Test 2 <i>Exp. 4/15/26</i>			
	Pediatrics: An Introduction to Growth and Development Test 3 <i>Exp. 4/15/26</i>			
<b><i>Promoting Wellness: Bipolar Disorder</i></b>				
The online tutorial <i>Promoting Wellness: Bipolar Disorder</i> is intended to help healthcare professionals recognize bipolar disorder, and explain how it impacts clients and families. A major focus is on the ways in which members of the healthcare team can facilitate treatment of the disorder and help clients return to a state of wellness.	Common Mental/Emotional Disorders Test 1 <i>Exp. 4/15/26</i>			
	Common Mental/Emotional Disorders Test 2 <i>Exp. 4/15/26</i>			
	Common Mental/Emotional Disorders Test 3 <i>Exp. 4/15/26</i>			
<b><i>Promoting Wellness: Depression</i></b>				
<i>Promoting Wellness: Depression</i> was designed for healthcare professionals in any specialty area who work with clients experiencing depression. It can be used by students in nursing educational programs, nurses in refresher courses, continuing education, and in-service programs, or by nurses in clinical practice who wish to update their knowledge of this disorder.	Common Emotional/Mental Disorders Test 1 <i>Exp. 4/15/26</i>			
	Common Emotional/Mental Disorders Test 2 <i>Exp. 4/15/26</i>			
	Common Emotional/Mental Disorders Test 3 <i>Exp. 4/15/26</i>			
<b><i>Promoting Wellness: Generalized Anxiety Disorder</i></b>				
<i>Generalized Anxiety Disorder</i> was designed for healthcare professionals in any specialty area who work with clients experiencing this disorder.	Common Emotional/Mental Disorders Test 1 <i>Exp. 4/15/26</i>			

CAI PROGRAM	DESCRIPTION	DATE	SCORE	HPEC STAMP
It can be used by students in nursing educational programs, nurses in refresher courses, continuing education, and in-service programs, or by nurses in clinical practice who wish to update their knowledge of this disorder.	<b>Common Emotional/Mental Disorders Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Common Emotional/Mental Disorders Test 3</b> <i>Exp. 4/15/26</i>			
<b>Promoting Wellness: Obsessive-Compulsive Disorder</b>				
Promoting Wellness: Obsessive-Compulsive Disorder was designed for healthcare professionals in any specialty area who work with clients experiencing obsessive-compulsive disorder.	<b>Obsessive-Compulsive Disorder (OCD) Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Obsessive-Compulsive Disorder (OCD) Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Obsessive-Compulsive Disorder (OCD) Test 3</b> <i>Exp. 4/15/26</i>			
<b>Promoting Wellness: Schizophrenia</b>				
Promoting Wellness: Schizophrenia was designed for healthcare professionals in any specialty area who work with clients experiencing this disorder.	<b>Schizophrenia Test 1</b> <i>Exp. 4/15/26</i>			
	<b>Schizophrenia Test 2</b> <i>Exp. 4/15/26</i>			
	<b>Schizophrenia Test 3</b> <i>Exp. 4/15/26</i>			
<b>HIPAA Basics</b>				
This online tutorial is to help students acquire basic knowledge of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and adhere to its rules as a nursing student. This tutorial is designed for nursing students who are new to HIPAA.	<b>HIPAA Basics Test 1</b> <i>Exp. 4/15/26</i>			
	<b>HIPAA Basics Test 2</b> <i>Exp. 4/15/26</i>			
	<b>HIPAA Basics Test 3</b> <i>Exp. 4/15/26</i>			



# Videos Viewed

Title	Call Number	Date Viewed	HPEC Stamp

## Hunter College City University of New York

Understanding HIPAA and its importance is essential for you as a future healthcare professional. To support your learning, we have added two new films for HIPAA training.

### HIPAA Regulations (2025):

This 6-minute video addresses the Health Insurance Portability and Accountability Act (HIPAA), focusing on the security, privacy, and national standards for the transfer of protected health information.

[HIPAA Regulations - Alexander Street, a ProQuest Company](#)

### Electronic Health Record Management and Regulations (2025):

Running at 9 minutes and 28 seconds, this video delves into the management of electronic health records (EHRs), emphasizing compliance with regulations and best practices in handling digital health information.

[Electronic Health Record Management & Regulations - Alexander Street, a ProQuest Company](#)

You can watch these videos at the HPEC or by logging into Alexander Street Films through the HPEC website or Hunter library website using your Hunter College NetID.

# NCLEX Score Sheets

Date	Number of Questions	HPEC Stamp
Total:		