Wit	al Signs	Skin	7. Ribs	Extremities
T-P-R-BP-AP-SpO2		1. Color	a. shape	1 Discoloration
Mental Status		a. Approp for race	b. pain	2. Legs- Varicose Veins
	State of Awareness	b. Pallor	Cardio-Vascular	3. Edema
	a. Alert	c. Cyanosis	I. Apical Pulse-I minute	Pitting/nonpitting
	b. Orientated-	d. Jaundice	a. regular/irreg	a. +1,+2,+3,+4
	person, place.	e. Rubor	b. Murmur	4. Muscle Strength
	time, events	2. Turgor- seconds	2. Radial Pulse	a. 0-5 scale
	c. Confusion	3. Temperature -warm/cool		5. Podal Pulses
			Strength a +1/weak/thready	
	d. combative	4. Moisture		a. location
	e. lethangie	a. dry	b. +2/normal	b. reg/irreg
180	f. coma	<ul> <li>b. diaphoretie</li> </ul>	c. +3/bounding	6. Pulse Strength
2	Mood-ex smiling, frowning		<ol> <li>Capillary Refill</li> </ol>	a. +1/weak/thready
	otc.	5. Lesions/Sears/Sores	a. seconds	b. +2/normal
3.	Speech	a. color	Abdomen - GI Tract	c. +3/bounding
	a. clear	b. size	1. Nausca	7. Nails
	b. slurred	c. shape	2. Emesis-describe	a. smooth
	c. absent	d. location	a. amount	b. soft/hard
No	are-Head & Neck	e. drainage	<ol> <li>Diet &amp; amount intake</li> </ol>	c. brittle
	Eves-PERRLA	6. Edema	4. Size & Shape	d. clubbing
	a. Pupil Size-mm	a. Location	a. large	8. Homans Sign +/-
	<ul> <li>b. Pupil Movement</li> </ul>	b. Pitting/nonpitting	b. round	Incisions/Dressings
	c. drainage	c amount	c. flat	1. Location
	d. Vision	+1,+2,+3,+4	d. distended	2. Drainage/Dry
2	GCS - 3-15 total	7. Pressure Ulcers/Wounds	5. Firm/Soft	3. Intact
4		a location	6. Bowel Sounds	
	a. Eye open 1-4	b. size	RUO/RLO/LUO/LLO	4. Type dressing
	b. Motor 1-6			5. Suture/Staples
20.00	c. Verbal 1-5	c. stage (if appl.)	a. present	Tubes/Drains-if applicable
3.	Facial symmetry/drooping	d. description	b. absent >2	Foley catheter
4.	Swallowing	Chest	minutes	2. NG/PEG tube
5.	Following commands	1. Lung sounds	c. hypoactive >	a. Feeding solution
6.	Grip & foot presses	a location	20sec	b. Rate
	a. Strongth	b. clear	<ul> <li>d. hyperactive &lt;</li> </ul>	c. Placement check
	(weak/strong)	c. crackles	5-sec	3. Surgical Drains
	<ul> <li>b. Equal/unequal</li> </ul>	d. whoezes	7. Bowel Elimination	a. Drainage
7.0		2. Cough	a. Last BM	b. Site
	a. drainage	a. frequency	b. frequency	IV -if applicable
8.	Aides - hearing, vision	b. productive	e. consistency	a. Solution
9.	Nose - drainage	c. nonproductive	d. color	b Rate
	Mouth	d. pain	e. smell/odor	c. Catheter size
	a. Membranes color	3. Soutum	f. amount	d. Site/Location
	b. moist/dry	a. color	GU	a. red
	c. ulcers	b. consistency	8. Urinary Elimination	b. swelling
	d. pain	c amount	a. Last voided	
		4. Respirations	b. Amount	
	e. teeth/dentures		The state of the s	d. pain
6.0	Neck	a. rate	e. Color & clarity	b. Dressing -dry & intact
	a. Voins-	b. rhy them	d. Smell/Odor	Pain
	i. flat	c. dyspnea	e. Burning	a. Location/Area
	ii. distended	d. labored	9. Distention	b. Quantity
	<ul> <li>b. Lymph nodes</li> </ul>	c. unlabored	10. Tenderness	c. Quality
	i. pain	5. Intercostal Retraction		d. Frequency
	ii. enlarged	6. Becasts		Functional Assessment
		a. symmetrical		if applicable
		b. dimpling		a. ADU's
		c. nodules		b. Feeding
		d. tenderness		c. Home environment
		e. inverted nipples		A. Saffety

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CliffsNotes FTCE Professional Education Test Sandra Luna McCune, Sandra K. McCune, Vi Cain Alexander, 2014-10-21 This 3rd Edition of CliffsNotes FTCE Professional Education Test encapsulates the major test changes to this important Florida teacher certification test that would be Florida teachers must pass to become credentialed CliffsNotes FTCE Professional Education Test with CD-ROM, 2nd Edition Vi Cain Alexander, Sandra Luna McCune, 2012-06-13 An updated edition now with a CD ROM Introduction and format of the exam Subject review chapters on all topics covered on the exam 2 full length practice exams Resources in Education ,1993-10 Coordinating **Instruction in Two Comprehensive School Reforms** Danae de los Ríos, 2007 **Leadership from the Ground Up** Michele A. Acker-Hocevar, Marta I. Cruz-Janzen, Cynthia L. Wilson, 2012-01-01 This book chronicles the journey of seven schools serving students of poverty English Language Learners ELLs and students of color which were able to sustain school improvement for a decade on either state and or national criteria that measure student performance outcomes The book shares stories of these seven schools and demonstrates that it takes an entire school working together with their communities adding to the social and cultural capital of their students and families to create and nurture what we call a Learning Partnership for sustainable school improvement The answers for how these schools sustained school improvement and are effective schools is evident from their school student metrics that validate the school s ability to meet and sustain external mandates of high performance over time The seven individual case stories illustrate that what matters most is what happens in the school itself It is the internal culture of caring and respecting each other and working from an additive perspective of valuing students for their unique gifts and abilities rather than exclusively focusing on increasing test scores that makes these school stories unique This is not about heroic leadership but leadership spread out and shared among professionals working together to achieve common goals around shared values and beliefs This book is about using resources in ways that value human capital as the greatest asset in the school to ensure that educators feel a sense of commitment connection and passion for their work together with students their families and their communities that enable them to excel together We offer readers seven cases that demonstrate there is no cookie cutter approach to having an effective school Rather there is a theory in practice that grounds the Learning Partnership depicted as a tree within a sustainable school improvement culture This sustainable culture connects shared leadership and accountability resourcefulness a humanistic philosophy additive schooling and results in an organization synergy that sustains organizational and collective efficacy for achieving results in these schools that other educators in schools with similar demographics are often unable to sustain or **The Achievement Gap in Reading** Rosalind Horowitz, S. Jay Samuels, 2017-04-07 In this volume prominent attain scholars experts in their respective fields and highly skilled in the research they conduct address educational and reading research from varied perspectives and address what it will take to close the achievement gap with specific attention to

reading The achievement gap is redefined as a level at which all groups can compete economically in our society and have the literacy tools and habits needed for a good life Bringing valuable theoretical frameworks and in depth analytical approaches to interpretation of data the contributors examine factors that contribute to student achievement inside the school but which are also heavily influenced by out of school factors such as poverty and economics ethnicity and culture family and community stratifications and approaches to measurement of achievement These out of school factors present possibilities for new policies and practice The overarching theme is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem The breadth and depth of perspectives and content in this volume and its conceptualization of the achievement gap are a significant contribution to the field Technical Aerospace Reports, 1995 Lists citations with abstracts for aerospace related reports obtained from world wide sources and announces documents that have recently been entered into the NASA Scientific and Technical Information Database **Directory of Evaluation Consultants** Richard R. Johnson, 1981 **Innovating Christian Education Research** Johannes M. Luetz, Beth Green, 2021-01-04 This book reformulates Christian education as an interdisciplinary and interdenominational vocation for professionals and practitioners It speaks directly to a range of contemporary contexts with the aim of encouraging conceptual empirical and practice informed innovation to build the field of Christian education research The book invites readers to probe questions concerning epistemologies ethics pedagogies and curricula using multidisciplinary research approaches By helping thinkers to believe and believers to think the book seeks to stimulate constructive dialogue about what it means to innovate Christian education research today Chapters are organised into three main sections Following an introduction to the volume s guiding framework and intended contribution Chapter 1 Part 1 features conceptual perspectives and comprises research that develops theological philosophical and theoretical discussion of Christian education Chapters 2 13 Part 2 encompasses empirical research that examines data to test theory answer big questions and develop our understanding of Christian education Chapters 14 18 Finally Part 3 reflects on contemporary practice contexts and showcases examples of emerging research agendas in Christian education Chapters 19 24

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