Stanford Health Care’s (SHC) CEPD offers continuing education courses for nurses, leadership, and computer courses for all employees, and American Heart Association (AHA) life support training courses for all healthcare professionals.

SHC eligible/benefited employees are able to apply their Educational Funds, aka Transfer of Funds (TOF), at check out if you login as a Returning Customer.

LPCH benefited employees – our sincere apologies, but as of September 1, 2015 your TOF option became inactive. SHC & LPCH are working together to correct this issue as soon as possible. Please contact LPCH Human Resource’s department at 650-721-5400 or email HR_Ops@stanfordchildrens.org if you have any questions.
At the Center for Education we are working to meet the educational needs of our health care by developing new courses on requested topics such as Bone Marrow Transplant (BMT) and dealing with disruption in the workplace. Due to an overwhelmingly positive response for the initial offerings, we are once again conducting the course for our assistive personnel: Patient Centered Care Essentials for Nursing Assistants and Medical Assisting Roles.

In addition to our new courses, we are also offering some of our most requested courses, including the Adult Critical Care Series: Metabolic Dysfunction, CCRN Review Course, and Joan Mersch’s Essentials in EKG Rhythms. We continue to offer our American Heart Association training courses, with additional offerings of the initial ACLS training course dates as well as increasing BLS skills check off dates in the Atrium.

From the Desk of the Center for Education & Professional Development

We also continue to focus on healthy work environments by providing you with updated best practices and necessary tools for success in both your career and personal life. One of the ways of achieving an optimal work-life balance is by practicing self-care, and we are proud to offer another Wellness Day to help you Keep Calm & Take Care of Yourself.

Sincerely,

Carole & Susan

Carole Kulik, DNP, RN, ACNP
Director of Patient Care Services, Practice and Education

Susan Eller, MSN, RN, CHSE
Nurse Manager, Center for Education & Professional Development (CEPD)

CEPD CANCELLATION POLICY

Cancellation by CEPD:
- If a course is cancelled by CEPD, the enrollee will be notified 2 weeks prior to the course and a full refund will be given.

Cancellation by the enrollee:
- Must be done online by the enrollee
- Two weeks or more prior to the day of the course - Full Refund, less the cost of course materials received
- Less than 2 weeks prior to the day of the course - Refund, less a $35 processing fee and cost of course materials received
- Less than 48 hours prior to the start time of the course - No Refund

*COURSE MATERIAL FEES:
- TNCC course material $132.00
- ACLS course material $70.00**
- ACLS Initial course material $85.00**
- BLS course materials $20.00**
- BLS online key $22.00
- ACLS online key $120.00

**UNOPENED course material may be returned for a refund

TO REACH THE MAIN DESK OF CEPD

Due to high call volume, voicemail messages will be answered within 2 business days if you leave a message on 650-723-6366. Please email cecenter@stanfordhealthcare.org for a faster response. Emails are frequently checked throughout each business day.

THE CENTER FOR EDUCATION AND PROFESSIONAL DEVELOPMENT (CEPD) IS GREEN!

Look for the symbol in the course description for classes with an online syllabus.

Registered participants will receive an email notification with viewing instructions prior to the course. Course content will be available on the website for 3 months after the date of the course.

TECHNICAL ASSISTANCE

If you experience any technical or registration issues, please let us know by emailing: helpdesk3-3333@stanfordhealthcare.org or call 650-723-3333 (3-3333 internally).

QUESTIONS, COMMENTS, OR RECOMMENDATIONS

E-mail us at cecenter@stanfordhealthcare.org
## COURSES

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### Special Offerings for Professional Colleagues

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**PLEASE NOTE:** CEPD no longer offers Board of Behavioral Sciences (BBS) Continuing Education Credits

### SAVE THE DATE

**Wellness Day:**
May 13, 2016
Keep Calm & Take Care of Yourself

**Research Symposium:**
June 2, 2016

**View the Catalog from Anywhere...**

**We’re Online!**
Our electronic catalog and online registration can be found on our website: www.cecenter.stanfordhospital.org

**Follow these simple steps for online registration:**
- View our current catalog at www.cecenter.stanfordhospital.org
- Click ‘CEPD Online Registration’
- First time login instructions:
  - SHC/LPCH employees - Select Returning Customer to link your Lawson or PeopleSoft HR profile with our registration system
  - Non-employees - Select New Customer to create your registration profile
  - Subsequent visits (after you create a profile) – Select Returning Customer
  - Search for the courses you would like to attend or browse the course offerings
  - Add course(s) to your shopping cart
  - If the course is full – feel free to select the Waitlist option
  - Confirm your method of payment (MOP) then select Register to complete the process

- A confirmation email reply will be generated after registration is complete

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Evolution of a Stem Cell: Immune System Concepts for Experienced Health Care Providers

DATE: WEDNESDAY, MAY 4, 2016
TIME: 8:00 AM – 3:00 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6 CE HOURS

This course is designed for experienced health care providers caring for Blood and Marrow Transplant (BMT) patients whom are seeking to advance their knowledge on human immune system functionality, cellular therapy options, and donor source for the treatment of blood cancers. Topics include advanced immunology concepts, cutting edge research, current evidence-based practices, and patient outcomes directly impacted by stem cell therapy. Patient management, treatment implications, and best practices will be discussed at the close of each topic. By the end of this course, participants will have a deeper understanding on immune system pathophysiology, graft versus host disease (GVHD) complications, and an overall awareness on the types of donor sources, stem cell biology, cellular immunology, and transplantation biology.

PROGRAM OBJECTIVES
• Compare healthy and disease immune functions
• Describe the basis for cellular and humoral immunity
• Explain how the immune system is regulated
• Compare immune dysfunctions characterized by GVHD
• Explain the possibilities of using cell therapy to treat cancer
• Describe the potential role of regulatory T-cells in GVHD suppression
• Describe how changes in microbiome can influence GVHD and infection risk

PHYSICIAN FACULTY FROM STANFORD HEALTH CARE
ROBERT NEGRIN, MD, Professor of Medicine, Blood and Marrow Transplantation
EVERETT MEYER, MD, Assistant Professor of Medicine, Blood and Marrow Transplantation
TESSA ANDERMANN, MD, MPH, Immunocompromised Infectious Diseases Fellow
LORI MUFFLY, MD, Clinical Assistant Professor, Medicine, Blood & Marrow Transplantation
ANDREW REZVANI, MD Assistant Professor of Medicine, Blood and Marrow Transplantation

COURSE COORDINATOR FROM STANFORD HEALTH CARE
THERESA M LATCHFORD, MS, CNS, RN, BMTCN®, AOCNS® Oncology Clinical Nurse Specialist, Blood and Marrow Transplant Program

Defusing Disruptions in the Healthcare Workplace

DATE: THURSDAY, MAY 5, 2016 OR THURSDAY, AUGUST 18, 2016
TIME: 8:00 AM – 4:00 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6.75 CE HOURS

A positive approach to defusing disruptive or difficult behavior is essential in healthy workplace environments. At any time, you may encounter individuals, including staff, patients and visitors, experiencing extraordinary or extreme stress that suddenly need a crisis intervention. This course will introduce you to the skills needed to defuse disruptive situations early and prevent escalation. Participants will develop their ability to be mindful in interactions with staff and others through a practice of self-care, communication, and by applying resiliency strategies to co-create a healing work environment for self and others.

PROGRAM OBJECTIVES
• Describe communication & conflict management skills
• Compare aggression prevention and de-escalation techniques to use in the healthcare workplace
• Differentiate between empathy and compassion when dealing with patient/family suffering or co-worker distress
• Demonstrate reflective practices on the behavior of self and others in order to improve relationships
• Identify strategies for managing distress & resistance to care
• Demonstrate mindful listening and speaking skills to enhance team/leadership performance
• Identify skills and knowledge gained from this course to cultivate a mindfulness practice

PHYSICIAN FACULTY FROM STANFORD HEALTH CARE
ROBERT NEGRIN, MD, Professor of Medicine, Blood and Marrow Transplantation
EVERETT MEYER, MD, Assistant Professor of Medicine, Blood and Marrow Transplantation
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ANDREW REZVANI, MD Assistant Professor of Medicine, Blood and Marrow Transplantation

COURSE COORDINATOR FROM STANFORD HEALTH CARE
THERESA M LATCHFORD, MS, CNS, RN, BMTCN®, AOCNS® Oncology Clinical Nurse Specialist, Blood and Marrow Transplant Program

KEEP CALM and TAKE CARE OF YOURSELF

WELLNESS DAY!
Friday, May 13, 2016 (8:00am–12:00pm)

HealthySteps Activities, Healthy Snacks & Healthy Surprises!

BLS online/skills check
Half-hour Qigong Sessions
Complimentary Massages
Self-Care Sampler from HealthySteps

LOCATION: CENTER FOR EDUCATION AND PROFESSIONAL DEVELOPMENT
1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
2016 Stanford Health Care Nurses’ Legislative Day in Sacramento

DATE: TUESDAY, MAY 17, 2016
TIME: 6:00 AM PROMPT DEPARTURE / 5:30 PM EXPECTED RETURN
FEE: $159.00 (BUS RIDE & LUNCH IN SACRAMENTO INCLUDED)
CREDITS: CA BRN  TBD CE HOURS

EXCLUSIVE TO STANFORD HEALTH CARE NURSES

Transportation to and from Sacramento and lunch will be provided. Course is limited to 20 participants.

Join us for an exploration into the world of public policy making in Sacramento. Find out how legislation that impacts the work you do as a healthcare professional is drafted, introduced and sponsored in our state government. This one day immersive field trip will provide you with the opportunity to hear from local and state government representatives who will describe how the work they do impacts nurses and other healthcare providers throughout California. This exciting trip will give you firsthand knowledge of government and Community Relations outreach. This trip is being coordinated in conjunction with Noteware Government Relations.

PROGRAM OBJECTIVES

- Describe the process of getting nursing and other healthcare bills through the California state Assembly
- Distinguish the role of the California Hospital Association in improving nursing care in the state of California
- Discuss the role of the lobbyist in moving healthcare legislation through the approval process
- Compare current bills that will impact nursing and other health care providers

COURSE COORDINATORS FROM STANFORD HEALTH CARE, PATIENT CARE SERVICES & THE DEPARTMENT OF GOVERNMENT AND COMMUNITY RELATIONS.

The Government and Community Relations department has overall responsibility for SHC’s Federal, State and Local Government and Community Relations efforts, and conducts the SHC Community Fellows program for community leaders, public officials, SHC board members, and friends of the hospital.

ANDY COE, Chief Government and Community Relations Officer, was hired in 2007 to establish the Government and Community Relations Department. Andy was Director of Community Relations for Stanford University from 1993-2004. He previously directed state and local government relations for Sun Microsystems, was District Liaison for Congressman Pete Stark and served as a consultant to the City Manager and the Director of Planning and Community Environment for the City of Palo Alto.

JENNIFER TORAI, LCSW, MUP, Community Fellows and Special Programs Manager for Government and Community Relations. Since 2007, Jennifer has been a member of the National Association of Social Workers, California Chapter (NASW-CA), and participated in many Legislative Events as a team leader for NASW-CA. She is currently the Vice President of Professional Development for the NASW-CA Board of Directors, and has been an active member of the Professional Development Committee for NASW-CA since 2009.

SUSAN ELLER, MSN, RN, CHSE, CEPD Nurse Manager CAROLE KULIK, DNP, RN, ACNP, Director of Practice and Education - Patient Care Services

Essentials of Caring for BMT Recipients

DATE: WEDNESDAY, MAY 18, 2016
TIME: 8:00 AM – 4:00 PM
FEE: $159.00 (LUNCH INCLUDED)
CREDITS: CA BRN 6.25 CE HOURS ANCC 6.25 CONTACT HOURS

This course is designed for the nurse who would like to enhance their knowledge and skills in caring for the BMT recipient during transplant. This course will review evidence based care across the trajectory of the BMT recipient. Concepts covered will include preparing the patient and family before and after transplant, the clinical use of hematopoietic stem cells, types of transplants, medications, outcomes and long term effects. Interactive learning will be provided through case studies.

PROGRAM OBJECTIVES

- Explain the rational for an autologous and allogeneic BMT
- State 3 pre-transplant eligibility criteria
- State 3 acute complications of BMT
- Describe outcomes for both autologous and allogeneic BMT
- List 3 signs and symptoms of acute graft versus host disease
- State 3 medications used to treat graft versus host disease and list their side effects
- Describe chronic graft versus host disease
- List 3 common infections and their treatments
- Describe 3 rules to lessen the risk of infection and/or bleeding in the blood and marrow transplant recipient
- Describe 2 long term complications

FACULTY/COORDINATORS FROM STANFORD HEALTH CARE

THERESA M LATCHFORD, MS, CNS, RN, BMTCN®, AOCNS® Oncology Clinical Nurse Specialist, Blood and Marrow Transplant Program

D. KATHRYN TIERNEY, PhD, RN, BMTCN® Oncology Clinical Nurse Specialist, Blood and Marrow Transplant Program
Professional Nursing Practice: Understanding and Applying Benner’s Domains through Exemplar Writing

DATE: THURSDAY, MAY 19, 2016
TIME: 8:00 AM – 3:30 PM
FEE: $20.00 CE CERTIFICATE (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6 CE HOURS

Nurses have a number of memorable situations in which their actions improved a patient or peer experience and in turn influenced their perception or transformed their nursing practice. Most nurses do not realize how much they go above and beyond for a patient because they simply do it every day. Nurses might even think their most challenging day was their worst day when in fact their worst day was actually their best exemplar. Many nurses are not accustomed to writing detailed accounts or stories of powerful experiences about themselves or how to apply Benner’s Stages of Skills Acquisition to measure personal and professional growth. This course will explain how to transform domains of expert practice into a well written exemplar. By the end of this course, you will have increased understanding on knowledge development, skill acquisition, and how to compare Benner stages of expertise and domains within your own professional nursing practice.

PROGRAM OBJECTIVES
• Describe Benner’s various levels of skills acquisition for health care professionals
• Compare the expectations for nursing practice as outlined in the California Nursing Practice Act
• Understand professional perspective; Professional Role-Based Practice
• Identify Benner’s Domains of Practice in an exemplar
• Explain the application of Benner’s model to the professional growth and development of nurses
• Apply Benner’s model and domains of practice in your nursing practice
• Identify the depth and value of your work
• Review sample exemplars and identify Benner domains
• Identify Benner principles & personal situations that make for a great exemplar

FACULTY/COURSE COORDINATOR
FROM STANFORD HEALTH CARE & STANFORD CHILDREN’S HOSPITAL
GISSO OREO, MSN, RN, CMSRN, Nursing Professional Development Specialist

Cardiac Dysfunction

DATE: TUESDAY, MAY 24, 2016
TIME: 8:30 AM – 4:00 PM
(PLEASE NOTE START TIME IS 8:30AM FOR THIS COURSE)
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN TBD CE HOURS
ANCC TBD CONTACT HOURS

Course content addresses care of the cardiac patient across the continuum. Acute cardiac disease such as myocardial infarction is discussed as are the long term consequences of dysrhythmias, heart failure and cardiogenic shock. Current pharmacologic management, interventional techniques as well as the role for implanted left ventricular assist devices will be detailed.

See page 13 for a description of the complete Adult Critical Care Series.

COURSE COORDINATOR FROM STANFORD HEALTH CARE
JULIE A. SHINN, RN, MA, CNS, CCRN, FAHA, FAAN, Cardiovascular Clinical Nurse Specialist

Metabolic Dysfunction

DATE: WEDNESDAY, JUNE 15, 2016
TIME: 8:00 AM – 3:30 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN TBD CE HOURS
ANCC TBD CONTACT HOURS

Course content will cover the interconnected endothelial and hormonal pathways that exist in endocrine disorders, shock states, infectious disease and acute abdominal organ dysfunction. Case studies are used to explore the impact on specific organ systems and discuss related treatment options.

See page 13 for a description of the complete Adult Critical Care Series.

COURSE COORDINATOR FROM STANFORD HEALTH CARE
MARY E. LOUGH, PhD, RN, CNS, CCRN, CNRN, CCNS, Critical Care Clinical Nurse Specialist, Medical/Surgical Trauma ICU

Essentials in ECG Rhythms

DATE: WEDNESDAY, MAY 25, 2016
TIME: 8:00 AM – 3:30 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6 CE HOURS
ANCC 6 CONTACT HOURS

This course is designed for the nurse planning to work in a monitored unit and/or the nurse currently working in a monitored unit who wishes to hone ECG skills. Upon completion, the student will have a working knowledge of the heart and the conduction system. The nurse will recognize rhythms seen on monitored units, calculate heart rate, place electrodes for monitoring, and identify appropriate interventions.

PROGRAM OBJECTIVES
• Identify components and function of the conduction system
• Correlate cardiac functions and structures
• Identify electrode placement for three and five lead systems
• Articulate the salient characteristics that distinguish essential arrhythmias
• Identify sinus, atrial, ventricular and heart block rhythms
• Discuss appropriate pharmacologic and mechanical interventions

FACULTY
JOAN MERSCH, MS, RN, has over 40 years of experience as a nurse educator in the area of cardiovascular medicine. She was the Patient Care Manager for Stanford Hospital & Clinic’s Coronary Care Unit/Cardiac Surveillance Unit for 35 years. She has authored chapters in textbooks, such as, Critical Care Nursing and Advances in Cardiovascular Nursing. One of her publications includes Review: Improving Your Skills in 12-Lead ECG Interpretation Progress in Cardiovascular Nursing. Joan currently teaches for the University of San Francisco, School of Nursing & Healthcare Professions, mentoring and developing nurses of the future.
Nursing Certification in 1985, CCNS certification in 2003, CEN certification and received her CCRN certification on their journey toward achieving national boards and education consultant, and works clinically in the Burn/Trauma ICU at Sentara Norfolk General in Norfolk, VA. Carol also serves on the editorial boards of both Critical Care Nurse and Advanced Critical Care and enjoys presenting at the AACN National Teaching Institute which she has participated in over the last twenty years. Prior to her current roles, Carol was at Georgetown University Medical Center and School of Nursing for twelve years. Carol enjoys mentoring nurses on their journey toward achieving national certification and received her CCRN certification in 1985, CCNS certification in 2003, CEN in 2011, PCCN in 2006 and her Gerontological Nursing Certification in 2013.

### Teaching Strategies & Methods from the Bedside to the Podium

**DATE:** TUESDAY, JUNE 7, 2016  
**TIME:** 8:00 AM – 3:45 PM  
**FEE:** $159 (LUNCH INCLUDED)  
**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303  
**CREDITS:** CA BRN 6.25 CE HOURS ANCC 6.25 CONTACT HOURS

Nurses function as teachers in every aspect of the profession. Ironically, this essential component of our practice and one that both society and the profession has identified as **Uniquely Nursing** is one for which we receive very little formal education. This course will review and address the tenets of the role of nurse as educator. The theory and principles are the same, whether the situation is one-on-one, nurse to patient and family, nurse to nurse, nurse to profession, or nurse to institution/society. Learning theories, as well as curriculum development, will be discussed. Adult learning principles, learning styles, behavioral, and learning objectives will be reviewed. Teaching methods and materials will be outlined and assessment with evaluation strategies will be discussed. Participants (whether at the bedside, in the backroom, or at a podium) will be offered practical and useful suggestions and tips to make their teaching memorable and meaningful for those they educate.

**PROGRAM OBJECTIVES**

- List the essential components of adult learning principles
- Identify the importance of adult learning principles when teaching patients or professionals
- Outline the process of curriculum development from behavioral objectives to evaluations methods
- Demonstrate the four important components of a professional presentation
- Describe an evaluation on a test analysis
- Prepare an effective presentation

**FACULTY**

**CAROL A. RAUEN, MS, RN, RN-BC, CCRN, PCCN, CEN**

Carol A. Rauen, MS, RN, RN-BC, CCRN, PCCN, CEN has over thirty years of experience in critical care, is a nationally recognized speaker, freelances as an independent Clinical Nurse Specialist, education consultant, and works clinically in the Burn/Trauma ICU at Sentara Norfolk General in Norfolk, VA. Carol also serves on the editorial boards of both Critical Care Nurse and Advanced Critical Care and enjoys presenting at the AACN National Teaching Institute which she has participated in over the last twenty years. Prior to her current roles, Carol was at Georgetown University Medical Center and School of Nursing for twelve years. Carol enjoys mentoring nurses on their journey toward achieving national certification and received her CCRN certification in 1985, CCNS certification in 2003, CEN in 2011, PCCN in 2006 and her Gerontological Nursing Certification in 2013.

### Chemistry, Coags, & Cultures: Completing the Patient Assessment Puzzle

**DATE:** WEDNESDAY, JUNE 8, 2016  
**TIME:** 8:00 AM – 3:30 PM  
**FEE:** $159 (LUNCH INCLUDED)  
**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303  
**CREDITS:** CA BRN 6.25 CE HOURS ANCC 6.25 CONTACT HOURS

Lab data analysis is an essential component of patient assessment. Comparing lab results and physical findings complete the patient assessment puzzle. This course will review the clinical application and integration of the basic metabolic panel, coagulation profiles, culture & sensitivity results, and septic profiles utilizing a clinical approach with case studies. Normal and abnormal lab value assessment data will be discussed with an emphasis on assessment, diagnosis, pharmacological management, infection identification, and treatment options.

**PROGRAM OBJECTIVES**

- Compare normal lab values to abnormal lab values
- Compare abnormal lab values to pathophysiological causes
- Describe the physiological and clinical implications of lab value abnormalities
- Identify lab values that should be assessed in patients with frequently encountered diseases
- Outline important technical considerations in obtaining specimens for certain tests, including blood cultures, serum lactate levels, and others
- Identify abnormalities in major lab data and treatment options
- Discuss major clinical implications of significant deviations from normal lab values

**FACULTY**

**CAROL A. RAUEN, MS, RN, RN-BC, CCRN, PCCN, CEN**

Carol A. Rauen, MS, RN, RN-BC, CCRN, PCCN, CEN has over thirty years of experience in critical care, is a nationally recognized speaker, freelances as an independent Clinical Nurse Specialist, education consultant, and works clinically in the Burn/Trauma ICU at Sentara Norfolk General in Norfolk, VA. Carol also serves on the editorial boards of both Critical Care Nurse and Advanced Critical Care and enjoys presenting at the AACN National Teaching Institute which she has participated in over the last twenty years. Prior to her current roles, Carol was at Georgetown University Medical Center and School of Nursing for twelve years. Carol enjoys mentoring nurses on their journey toward achieving national certification and received her CCRN certification in 1985, CCNS certification in 2003, CEN in 2011, PCCN in 2006 and her Gerontological Nursing Certification in 2013.

### Physical Assessment: Beyond the Basics

**DATE:** THURSDAY, JUNE 9, 2016  
**TIME:** 8:00 AM – 3:30 PM  
**FEE:** $159 (LUNCH INCLUDED)  
**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303  
**CREDITS:** CA BRN 6.25 CE HOURS ANCC 6.25 CONTACT HOURS

Integration of case studies, laboratory results, and pharmacology makes this physical assessment course a MUST DO for all practicing acute care nurses working with the adult population.

The ability to perform a thorough physical assessment is an essential skill for all nurses and can only improve with practice. Learning how to do a good physical assessment and reassessment is an absolute expectation to providing high quality patient care. Many times nurses are first to pick up on subtle patient changes because of their keen assessment skills. To increase nurse’s knowledge, this course will go beyond the basics tenets of physical assessment. The primary focus will be on ensuring appropriate care is provided which includes identifying unique changes that occur with the degenerative process. An entire head to toe physical assessment will be outlined in this course. Assessment findings for cardiovascular, pulmonary, renal and gastrointestinal disorders will be reviewed including a detailed review of common abnormal finding.

**PROGRAM OBJECTIVES**

- Identify essential components of a complete head to toe assessment
- Differentiate abnormal findings commonly assessed in adult patients with cardiovascular, pulmonary, neurological, gastrointestinal, renal and/or hematological disorders/diseases
- List two abnormal lab values with each system listed above
- Describe how the “normal” head to toe assessment findings will change over time in the elderly
- Identify abnormal findings commonly assessed in patients with cardiovascular, pulmonary, renal and GI disorders
- Compare abnormal lab values with physical assessment findings

**FACULTY**

**CAROL A. RAUEN, MS, RN, RN-BC, CCRN, PCCN, CEN**

(Please see previous course for bio.)
Leveraging Talent Across Diversity: Best Practices for Engagement

DATE: FRIDAY, JUNE 17, 2016
TIME: 8:00 AM – 3:45 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6.5 CE HOURS

This course focuses on understanding values and patterns of communication and behaviors that are present and pose individual and organizational challenges to leveraging diverse talent in healthcare. Understanding the visible and invisible components of culture and how they affect engagement is core to generating best practices in a diverse workforce. This course will teach you the tools essential for inclusion and engagement for leveraging these talents in the healthcare work environment.

PROGRAM OBJECTIVES
- Describe best practices for engagement through inclusion.
- Discuss the four layers of diversity and the importance to leverage talent.
- Identify and describe how programming impacts our perceptions and how they drive assumptions.
- Explain engagement through values.
- Apply engaging behaviors in flexing communication styles.

FACULTY
SANTALYNDA MARRERO, EdD is a dynamic executive coach, organizational consultant, facilitator, trainer, and thought leader. Dr. Marrero draws on her expertise as a counseling psychologist and 30 years of experience in helping individuals, teams and organizations propel to the next level of success. Dr. Marrero believes in “data with a soul” that both engages mutual regard and leverages talent, which led her to co-author the book, The Diversity Calling: Building Community One Story at a Time. She was also the Human Resource Manager of Staff Education and Development at Stanford during 1988-2000.

Patient Centered Care Essentials for Nursing Assistants and Medical Assisting Roles

DATES: WEDNESDAY, JUNE 22, 2016 OR WEDNESDAY, AUGUST 10, 2016
TIME: 8:00 AM – 4:00 PM
FEE: $159.00 (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CERTIFICATE OF COMPLETION (CE HOURS NOT OFFERED)

Health systems have shifted to embrace a patient-empowered approach to delivering care. Patients may choose to receive care at a certain institution based on a hospital’s performance and ability to properly treat each unique case. In order to provide high quality and safe patient-centered care at Stanford Health Care (SHC), we strive to strengthen our team, which includes empowering employees at all levels of the health care spectrum.

This exciting course is specifically designed for SHC employees in the Nursing Assistant (NA) or Medical Assisting roles working in either an inpatient setting or outpatient setting. This course will introduce you to a variety of best practices in both administrative and clinical roles, cover practice standards, and strengthen your foundational knowledge so that you can provide the best patient care. Interactive learning will be achieved through case studies, didactic sessions, and hands-on learning.

PROGRAM OBJECTIVES
- Describe the NA and Medical Assisting roles and how you ultimately contribute to a patient’s overall positive experience.
- Discuss the importance of effective communication with interdisciplinary team members.
- Identify and review EPIC charting best practices.
- Compare normal versus abnormal assessment findings and appropriate steps to take in reporting.
- Discuss patient safety and fall prevention.
- Demonstrate proper body mechanics during your daily activities and while using lift equipment.
- Discuss infection control and prevention best practices.
- Describe interventions for immediate safety needs when suicide risk is identified.

FACULTY FROM STANFORD HEALTH CARE

MARY E. LOUGH, PHD, RN, CNS, CCRN, CNRN, CCNS, is a critical care clinical nurse specialist in the Medical/Surgical Trauma ICU at Stanford Health Care, an assistant clinical professor at Stanford University, and a clinical professor in the Department of Physiological Nursing UCSF. Mary is co-editor of the best-selling texts Critical Care Nursing: Diagnosis and Management 7 ed. (2014), Priorities in Critical Care Nursing ed. (2015) and Hemodynamic Monitoring; Evolving Technologies and Clinical Practice (2015).

Critical Care Registered Nurse (CCRN) Certification Review

NOW OFFERED OVER 2 CONSECUTIVE DAYS

DAY 1: THURSDAY, JULY 7, 2016
DAY 2: FRIDAY, JULY 8, 2016
TIME: 8:00 AM – 3:30 PM (BOTH DAYS)
FEE: $159.00/DAY (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 6 CE HOURS/ DAY ANCC 6 CONTACT HOURS/ DAY

ATTENDANCE TO BOTH DAYS IS HIGHLY RECOMMENDED FOR MAXIMUM CONTENT UNDERSTANDING.

**PLEASE NOTE THAT YOU MUST REGISTER FOR EACH DAY SEPARATELY.**

If you are looking for a dynamic update of all body systems, this course is for you!

Attending both courses will provide you with a strong foundation to prepare for the CCRN exam. The content reflects the latest CCRN Blueprint. The classes are held on two days to make it easier to master the volume of information presented. You may attend one or two sessions; attending both classes is highly recommended.

DAY 1 covers the cardiovascular, hemodynamic and pulmonary content needed for the CCRN exam.

DAY 2 covers acute endocrine disorders, immune-mediated coagulopathies, acute neuroscience GI, kidney, sepsis and multisystem content needed for the CCRN exam.

The course focus is on disease recognition, assessment pointers, interpretation of critical diagnostic values, and priority interventions. The AACN clinical synergy model, test questions, and test-taking strategies are integrated throughout the two sessions. Coursework is current, evidence-based, and highly interactive, with high-quality computer graphics and a detailed outline to minimize the need for note taking.

FACULTY AND COORDINATOR FROM STANFORD HEALTH CARE

MARY E. LOUGH, PHD, RN, CNS, CCRN, CNRN, CCNS, is a critical care clinical nurse specialist in the Medical/Surgical Trauma ICU at Stanford Health Care, an assistant clinical professor at Stanford University, and a clinical professor in the Department of Physiological Nursing UCSF. Mary is co-editor of the best-selling texts Critical Care Nursing: Diagnosis and Management 7 ed. (2014), Priorities in Critical Care Nursing ed. (2015) and Hemodynamic Monitoring; Evolving Technologies and Clinical Practice (2015).

FACULTY FROM STANFORD HEALTH CARE

COLLEEN WATTERS, MS, RN, CNS, ACCNS-AG, PCCN, Adult Clinical Nurse Specialist General Medicine & Medical ICU
PICC/VAD Nursing Management

**Please note this is not a PICC insertion course. This course will provide the necessary background information prior to taking a PICC insertion course.**

Peripheral inserted central catheters (PICCs) and other vascular access devices (VADs) are utilized for all types of short term, intermediate length and long-term intravenous (IV) therapies. The successful delivery of IV therapy depends on the nurse’s understanding of how to use and care for them, as well as how to prevent & problem solve catheter-related complications. This course is designed to meet the learning needs and skills required for nurses providing IV therapy for patients with PICCs or any other VADs in all practice settings; in-patient, out-patient, and home care.

This course will provide the necessary background information regarding venous anatomy, VAD maintenance care, complication management, and PICC removal.

**PROGRAM OBJECTIVES**
- Identify different types of central venous catheters (CVCs)
- Identify limitations and advantages
- Discuss IV therapy considerations
- Identify damage to peripheral veins
- Discuss the 4 sources of central line blood stream infections.
- Explain VAD dressing management
- Describe how to safely remove a PICC line and how to safely remove a CVC
- Assess and manage catheter complications
- Understand troubleshooting tips for catheter obstruction
- Identify de-clotting techniques and successful use of t-PA
- Describe the purposes of blood cultures, and the differences between standard blood cultures and Time-to-Positivity Blood Cultures

**FACULTY AND COORDINATOR FROM STANFORD HEALTH CARE**

**NADINE NAKAZAWA, BS, RN, VA-BC**, Vascular Access Clinician, member of the Vascular Access Service Team (VAST) at Stanford Health Care. She is a past President of the Association for Vascular Access (AVA), is board certified in vascular access, and is active in many areas of vascular access. Nadine lectures at local, regional, national and international conferences on topics related to the care, maintenance, and complication management of vascular access devices & PICC insertion using ultrasound.

Nurse Mentorship Workshop

**DATE:** THURSDAY, JULY 14, 2016  
**TIMES:** 8:00 AM – 1:00 PM  
**FEE:** $10.00 CE CERTIFICATE  
**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303  
**CREDITS:** CA BRN 4.75 CE HOURS

**EXCLUSIVE TO STANFORD HEALTH CARE NURSES**

Thinking of becoming a Nurse Mentor or Mentee? Would you like to grow professionally or support another nurse to grow professionally? The Mentor Training Workshop will help you understand the role and responsibilities of the mentor, mentee, manager /supervisor/director and program coordinator. It will introduce you to an easy to follow step-by-step process to take you through the 2-year SHC Nurse Mentorship Program. The course will provide understanding of the mentoring relationship and offer tools necessary to help prepare you for the program.

**PROGRAM OBJECTIVES**
- Identify the differences between the roles of a preceptor and of a mentor
- Describe the Learner Centered Mentoring Model
- Identify the essentials steps in the mentoring process
- Describe the ways to create a professional development plan
- Identify essentials of professional development
- Identify principles of relationship etiquette

**FACULTY & COORDINATORS FROM STANFORD HEALTH CARE**

**SONYA FENG, MSN, RN**, Nursing Professional Development Specialist  
**GRISSEL HERNÁNDEZ, MPH, BSN, RN, HNB-BC**, Nursing Professional Development Specialist

**Having Hard Conversations**

**DATE:** FRIDAY, JULY 15, 2016  
**TIMES:** 8:00 AM – 3:30 PM  
**FEE:** $159.00 CE CERTIFICATE  
**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303  
**CREDITS:** CA BRN 6 CE HOURS

We often come up against situations where difficult topics must be addressed in our professional work with colleagues, healthcare teams, patients and families. What do we know about the best strategies for those moments? What questions should we ask ourselves before we speak, and what environments are best for when we do speak? Based on research around conflict and interpersonal communications, this interactive session will provide participants with action plans and scripting tools for having those necessary hard conversations. The agenda will include individual case studies and interactive experiential activities. By the end of the day, participants will leave with plans, “words that work” and tips for having more compassion-ate, growth-producing hard conversations.

**PROGRAM OBJECTIVES**
- Identify individual and organization tensions about expressing concerns
- Discuss thought-provoking questions one needs to ask before having a hard conversa-tion
- Identify goals for conversations and work through an action plan format
- Discuss and receive feedback as you prepare scripts for conversations
- Learn the best ‘what, where & when’ choices for productive discussions

**FACULTY**

**JENNIFER ABRAMS, MA**, earned a degree in English from Tufts University and a Master of Arts in Education from Stanford University. Jennifer has authored many books on meaningful communication and is a highly regarded international consultant most recognized for supporting employees within hospital settings and school districts. Her areas of expertise include new employee growth, nursing leadership development, promoting effective communication and skill collaboration across generations, creating identity-safe workplaces, and the essentials of how to host hard conversations.
Trauma Nursing Core Course (TNCC)

CURRENT DATES: WEDNESDAY & THURSDAY
JULY 27 & 28, 2016
COURSE FULL

FUTURE DATE: THURSDAY & FRIDAY,
OCTOBER 13 & 14, 2016
COURSE FULL

DAY 1: 7:45 AM - 5:45 PM
DAY 2: 7:45 AM - 4:45 PM
FEE: $350.00 (INCLUDES BOTH
DAYS AND LUNCH FOR
BOTH DAYS)
LOCATION: 1850 EMBARCADERO
ROAD, PALO ALTO, CA
94303
CREDITS: CA BRN AND ANCC:
PROVIDED BY THE
EMERGENCY NURSES
ASSOCIATION (ENA)

THE EMERGENCY NURSES ASSOCIATION IS
APPROVED BY THE CALIFORNIA BOARD OF
REGISTERED NURSES, PROVIDER NUMBER
CEP 2322 FOR 21.18 CONTACT HOURS.

THE EMERGENCY NURSES ASSOCIATION IS
ACCRREDITED AS A PROVIDER OF CONTINUING
NURSING EDUCATION BY THE AMERICAN
NURSES CREDENTIALING CENTER’S COMMISSION
ON ACCREDITATION.

14.74 CLINICAL CONTACT HOURS
14.99 TRAUMA CONTACT HOURS
0.50 PEDIATRIC CONTACT HOUR

The Emergency Nurses Association’s TRAUMA
NURSING CORE COURSE 7TH EDITION is a two
day course that is designed to provide core level
trauma knowledge and psychomotor skills associated
with the delivery of professional nursing care
to the trauma patient.

Content is presented through online modules,
lectures and skills stations. Upon successful
completion of the course (including written and
skills exams) each participant will be provided a
verification card. The verification is valid for a pe-
riod of four years.

Mandatory Online Pre-Session

Special Populations: Bariatric Trauma Patient
Special Populations: Interpersonal Violence
Patient
Special Populations: Older Adult Trauma Patient
Special Populations: Pregnant Trauma Patient
Biomechanics, Kinematics and Mechanisms of Injury

Topics

Trauma Nursing Core Course and Trauma
Nursing
Initial Assessment
Airway & Ventilation
Shock
Brain & Cranial & Maxillofacial Trauma
Ocular Trauma
Thoracic & Neck Trauma
Abdominal & Pelvic Trauma
Spinal Cord and Vertebral Column Trauma
Musculoskeletal Trauma
Surface & Burn Trauma
Special Populations: Pediatric
Pain
Disaster Management
Psychosocial Aspects of Trauma
Transition of Care for the Trauma Patient
& Post-Resuscitation Care

Skills Stations

Trauma Nursing Process
Airway & Ventilation
Trauma Interventions

***IN ORDER TO BE ELIGIBLE TO TEST FOR
THE TNCC PROVIDER CARD VERIFICATION,
YOU MUST BE A LICENSED REGISTERED
NURSE. ***

Faculty from Stanford Health Care

Denise Grecki Robinson, MS, RN, Trauma Nurse
Coordinator
Jo Ann Schumaker-Watt, BSN, RN, CCRN, Trauma
Nurse Coordinator

Additional TNCC Certified Instructors
From Stanford Health Care

Course Director from Stanford Health Care
Michelle (Shelly) Woodfall, MS, RN, CEN, CCRN

Making the Most of Your Community Service: Foundations for Community Engagement

DATE: TUESDAY, AUGUST 2, 2016
TIME: 8:00 AM – 3:15 PM
FEE: COMPLIMENTARY
( LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD,
Palo Alto, CA 94303
CREDITS: CA BRN 6 CE HOURS

Educational Event Supported by a Grant from SHC Community Partnership Program

CE Certificate for Nurses Sponsored by SHC’s Magnet Program

This course is intended to raise awareness about disparities in underserved communities while providing education, resources, and actual volunteer opportunities. After attending this course, you will have the background, knowledge, and skills necessary to engage effectively and ethically within communities. In the afternoon, a panel of SHC’s Community Partners will discuss their respective community organizations and potential volunteer opportunities.

Research increasingly points to economic, social and environmental influences on poor health. These factors disproportionately affect ethnic minority and other underserved communities, resulting in health disparities in our local communities. In order to address these factors and improve population health, nurses and other providers must have the skills to engage effectively with communities.

Program Objectives

• Identify volunteer opportunities from networking with panelists from SHC’s Community Partners
• Identify community agencies from the list provided during the course
• Identify the medically underserved
• Discuss how our health needs are met
• Describe social and economic factors which impact health
• Define how each of us contributes to improving the health of local communities
• Compare the difference between community engagement and volunteerism
• Define personal goals and plans for service

Faculty and Staff from the Office of Community Health, Stanford University School of Medicine

Jill Evans, MPH, Research Program Director
Rhonda McClinton-Brown, MPH, Executive Director

Course Coordinated Through SHC Community Partnerships, Government and Community Relations
Nurse Excellence:
Boot Camp for New Nursing Leaders

DATE: FRIDAY, AUGUST 12, 2016
TIME: 8:00 AM – 12:15 PM
FEE: $10 CE CERTIFICATE
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
CREDITS: CA BRN 4 CE HOURS

EXCLUSIVE TO STANFORD & STANFORD CHILDREN’S HOSPITAL NURSES

Whether you are new to Stanford Health Care or just need a refresher, come join us for a 4-hour overview of 6 Key Nursing Excellence initiatives. You will learn how the components align with SHC’s strategic initiatives, and what nurse leaders can do to ensure SHC nursing is headed in a direction which supports and aligns with these programs: Magnet® Principles, Professional Practice Model, Professional Nursing Development Program (PNDP), Mentoring, Shared Leadership, and Nurse Residency.

PROGRAM OBJECTIVES
• Explain the importance of being Magnet and how this initiative is integrated into everyday nursing practice
• Discuss the essentials of the Stanford Health Care’s Nursing Professional Practice Model
• Identify ways to promote Nurse Leadership and engagement through the SHC Professional Development Program
• Describe ways Mentoring is important in nursing at SHC
• Identify the foundational purpose and structure of Shared Leadership
• Describe the importance of the SHC Nurse Residency Program through the Benner Framework

FACULTY FROM STANFORD HEALTH CARE

COURSE COORDINATORS FROM STANFORD HEALTH CARE
SUSAN ELLER, MSN, RN, CHSE, CEPD Nurse Manager
CAROLE KULIK, DNP, RN, ACNP, Director of Practice and Education - Patient Care Services

Computer Courses
MICROSOFT® OFFICE 2016

1850 EMBARCADERO ROAD, PALO ALTO, CA 94303
COMPUTER TRAINING ROOM

Word: Level 1

DATE: TUESDAY, JUNE 14, 2016
TIME: 9:00 AM – 4:30 PM
FEE: $250.00 (INCLUDES LUNCH AND TEXTBOOK)

PROGRAM OBJECTIVES
• Explore the Word 2016 interface
• Create and edit a document
• Format text and paragraphs
• Add tables to a document
• Add graphic elements to a document
• Control a document’s page setup
• Proofread documents for accuracy

Excel: Level 1

DATE: THURSDAY, JULY 21, 2016
TIME: 9:00 AM – 4:30 PM
FEE: $250.00 (INCLUDES LUNCH AND TEXTBOOK)

PROGRAM OBJECTIVES
• Explore the Excel 2016 interface
• Create a basic worksheet
• Perform basic calculations
• Modify and format a worksheet
• Modify a worksheet’s page setup
• Manage multiple worksheets in workbooks

PowerPoint: Level 1

DATE: TUESDAY, JULY 19, 2016
TIME: 9:00 AM – 4:30 PM
FEE: $250.00 (INCLUDES LUNCH AND TEXTBOOK)

PROGRAM OBJECTIVES
• Explore the PowerPoint 2016 interface
• Create and edit a presentation
• Format text on slides
• Add graphical objects on slides
• Add charts and tables to a presentation
• Prepare to deliver a presentation

Excel: Level 2

DATE: THURSDAY, AUGUST 4, 2016
TIME: 9:00 AM – 4:30 PM
FEE: $250.00 (INCLUDES LUNCH AND TEXTBOOK)

PROGRAM OBJECTIVES
• Calculate with functions
• Organize data using sorts and filters
• Create and modify charts
• Analyze data using PivotTables and Pivot-Charts
• Insert graphic objects
• Customize workbooks and the Excel environment

Outlook & Windows 7: Level 1

DATE: TUESDAY, AUGUST 2, 2016
TIME: 9:00 AM – 4:30 PM
FEE: $250.00 (INCLUDES LUNCH & 2 TEXTBOOKS)

PROGRAM OBJECTIVES
First half of the course:
• Explore the Outlook 2016 interface
• Compose, send, and respond to email messages
• Attach files
• Manage contacts and contact information
• Schedule appointments and meetings

Second half of the course:
• Explore the Windows 7 interface
• Navigate using Windows
• Manage your files and folders
• Customize the Windows environment

2 GREAT COMPUTER CLASSES OFFERED IN 1 COMBINED COURSE

Computer Courses
MICROSOFT® OFFICE 2016

INSTRUCTOR: RANDALL HALL
CREDITS: CERTIFICATE OF COMPLETION (CE HOURS NOT OFFERED)
Learn at your own pace in a convenient time and place. Certificates are mailed promptly after your home study post-test is returned. To view study course descriptions and to order, view our webpage www.cecenter.stanfordhospital.org and email your order requests to cecenter@stanfordhealthcare.org.

**CQ Style: The Intelligent Art of Working with People from Other Cultures**

**CREDITS:** CA BRN 7 CE HOURS  
**FEE:** $75.00

How many times a day in your personal or professional life do you interact with someone from another culture? Would you like to increase your awareness and ability to communicate in these circumstances with greater ease? Developing your “CQ” can help. CQ or Cultural Intelligence is the capacity to understand and work effectively with people from diverse cultural backgrounds. The good news is cultivating Cultural Intelligence is a skill that can be learned. This program will help you identify your own cultural style and determine that of others in six key areas: management, strategy, planning, personal communication and reasoning. It includes practical tips for optimizing communication with non-native English speaking persons.

Includes the text: *Cultural Intelligence: A Guide to Working with People from Other Cultures* by Dr. Brooks Peterson

**Menopause: A Mind-Body Revolution (3 Part Series)**

**SEE EACH SECTION FOR PRICING AND CONTACT HOUR INFORMATION. SPECIAL PRICING FOR INVESTING IN THE FULL SERIES: $225 FOR 26 CA BRN CE HOURS**

In her newly revised version of the #1 *New York Times* bestseller, physician and author Christiane Northrup, reiterates the “change” is not simply a collection of physical symptoms to be “fixed.” The choices a woman makes at this time have the power to secure vibrant health and well-being for the rest of her life. This comprehensive series covers the spectrum of health issues relevant to over 42 million American women currently in their middle years.

Includes the text: *The Wisdom of Menopause (Revised Edition): Creating Physical and Emotional Health During the Change* by Christiane Northrup, M.D.

**PART ONE**

**CREDITS:** CA BRN 9 CE HOURS  
**FEE:** $95.00

**CONTENT COVERED INCLUDES:**
- Interaction between emotions, hormones and health
- Physical and emotional ‘wake-up calls’ women experience
- Common symptoms experienced in perimenopause
- Decision-making process for hormone therapy and health factors to consider
- Healthful menopausal foods

**PART TWO**

**CREDITS:** CA BRN 8 CE HOURS  
**FEE:** $85.00

**CONTENT COVERED INCLUDES:**
- Midlife weight control
- Symptoms of hormonal imbalance in midlife and treatment options
- Myths and realities of sex and sexuality at midlife
- Strategies for better sleep
- Depression at midlife and how to combat its debilitating effects

**PART THREE**

**CREDITS:** CA BRN 9 CE HOURS  
**FEE:** $95.00

**CONTENT COVERED INCLUDES:**
- Ways to prevent and treat skin damage
- Risk factors and common approaches for treating osteoporosis
- Breast health
- Reducing cardiovascular disease

**Sleep Debt... One of America’s Largest Health Problems**

**CREDITS:** CA BRN 6 CE HOURS  
**FEE:** $65.00

The cost of accruing sleep debt is steep, contributing to serious injury and chronic illness. Recent research confirms that when people get enough sleep, they reduce stress and enjoy greater health. This course covers a sleep related topics and provides valuable information to optimize personal and patient sleep hygiene and health.

Includes the text: *Sleep for Success! Everything You Must Know About Sleep But Are Too Tired To Ask* by Dr. James B. Maas, Rebecca Robbins, with forward by William C. Dement.

**Leadership: An Inside Job**

**CREDITS:** CA BRN 7 CE HOURS  
**FEE:** $75.00

According to best-selling author and leadership expert John C. Maxwell, leadership is not an exclusive club for those who were “born with it”. Leadership is developed not discovered. This program will help you identify and develop your leadership skills. Students will learn 10 leadership principles that can transform a manager into a leader.

**THESE INCLUDE:**
- Creating Positive Influence
- Setting The Right Priorities
- Modeling Integrity
- Creating Positive Change
- Problem Solving
- Having The Right Positive Attitude
- Developing People
- Charting The Vision
- Practicing Self-Discipline
- Developing Staff

Includes the text: *Developing the Leader Within You* by John C. Maxwell
The Center for Education & Professional Development is proud to offer a Certificate of Completion in Adult Critical Care Nursing. The certificate shows that the student has undertaken a comprehensive range of classes related to care of the adult critical care patient. It is intended to support the nurses’ professional commitment to professional advancement in this field. This certificate offers advanced study in both cardiovascular and critical care nursing. You can list the completed courses on your resume or curriculum vitae.

The Adult Critical Care series, presented by renowned physicians and nurses from Stanford Health Care, provides a unique opportunity for healthcare providers to receive a broad range of advanced critical care theory and the most up-to-date patient care practices.

The requirement for the certificate of completion is attending the six classes in the adult critical care series listed below. You may take up to two years to complete the certificate program. Submit copies of your CE certificates to the Center for Education & Professional Development and a Stanford Critical Care Certificate of Completion will be mailed to you.

TARGET AUDIENCE: NURSES AT ALL LEVELS OF PRACTICE.

- Neurologic Dysfunction
- Trauma Critical Care Nurse Essentials
- Cardiothoracic Surgical Interventions
- Cardiac Dysfunction
- Metabolic Dysfunction
- Pulmonary Dysfunction

DATE: VARIES, PLEASE SEE COURSE DESCRIPTION
TIME: VARIES, PLEASE SEE COURSE DESCRIPTION
FEE: $159.00/ COURSE (LUNCH INCLUDED)
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA
CREDITS: CA BRN TBD CE HOURS/COURSE

ANCC TBD CONTACT HOURS/COURSE

COURSE COORDINATORS FROM STANFORD HEALTH CARE
MARY E. LOUGH, PhD, RN, CNS, CCRN, CNRN, CCNS, Critical Care Clinical Nurse Specialist, Medical/Surgical Trauma ICU
JULIE A. SHINN, MA, RN, CNS, CCRN, FAHA, FAAN, Cardiovascular Clinical Nurse Specialist

COURSE DESCRIPTIONS

All Adult Critical Care courses are ‘green’

Cardiac Dysfunction
Date: Tuesday, May 24, 2016
Course content addresses care of the cardiac patient across the continuum. Acute cardiac disease such as myocardial infarction is discussed, as are the long term consequences of dysrhythmias, heart failure and cardiogenic shock. Current pharmacologic management, interventional techniques as well as the role for percutaneous left ventricular assist devices will be detailed.

Metabolic Dysfunction
Date: Wednesday, June 15, 2016
Course content will cover the interconnected endothelial and hormonal pathways that exist in endocrine disorders, shock states, infectious disease and acute abdominal organ dysfunction. Case studies are used to explore the impact on specific organ systems and discuss related treatment options.

Pulmonary Dysfunction
Date: Tuesday, September 20, 2016
This course addresses the complex pathophysiology behind adult respiratory distress syndrome and its treatment. New modes of ventilator therapy and treatment strategies are outlined for the critical care nurse including sedation guidelines and strategies to prevent ventilator associated pneumonia. Pulmonary hypertension and neuromuscular disease are also included in the course content.

Neurologic Dysfunction
Date: Winter 2017
This course addresses neuroanatomy, physiology and pathophysiology, neurologic assessment as well as nursing management of intracranial pressure monitoring, stroke, intracerebral bleeds, neurosurgery and neuro-interventional catheter procedures. Content is integrated using clinical case studies.

Cardiothoracic Surgical Interventions
Date: Tuesday, March 21, 2017
Course content focuses on the surgical interventions used in the treatment of cardiothoracic disease. Participants will get a glimpse of some of the new procedures that are found in the larger medical centers such transcatheter aortic valve replacement, valvular reconstruction and emergency treatment of aortic dissection as well as an overview of the basics. All participants will leave with an excellent understanding of the physiological effects of cardiopulmonary bypass and the risks and complications of some of the common surgical interventions.

Trauma Critical Care Nurse Essentials
Date: Winter 2017
This course is intended for nurses with critical care experience who want to expand their clinical horizons to include care of trauma patients in the ICU. Content includes primary and secondary trauma assessment skills, mechanism of injury, triage and life-sustaining interventions for traumatic brain injury, orthopedic injuries, abdominal trauma and other trauma related conditions.
Basic Life Support for Healthcare Providers Initial Certification Course

PREREQUISITES: NO PREREQUISITES
FEES: $105.00, INCLUDES BLS STUDENT MANUAL
CREDITS: NONE
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA
DATE/TIME: INITIAL CERTIFICATION 8:00 AM - 1:00 PM
MAY 6
JUNE 1
JULY 1
AUGUST 2

REGISTER ONLINE: WWW.CECENTER.STANFORDHOSPITAL.ORG

This American Heart Association (AHA) Course combines classroom lecture, video, and skills practice/testing sessions to teach basic life support techniques to healthcare providers.

COURSE CONTENT
- Circulation: circulation techniques using chest compressions for one and two rescuers for adult and infant. Defibrillation with the automatic external defibrillator (AED)
- Airway: opening airway techniques and techniques to relieve conscious and unconscious choking in adult, child, and infant
- Breathing: ventilation with barrier device and use of the bag-mask

An AHA BLS-HCP course completion card will be issued upon successful completion of skills demonstration and written examination.

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Basic Life Support Online and Skills Check

PREREQUISITES: COMPUTER ACCESS AND A CURRENT EMAIL ADDRESS
FEES: $100.00 INCLUDES ONLINE ACCESS CODE (ALLOW 1-2 HOURS TO COMPLETE ONLINE PORTION) AND SKILLS CHECK
CREDITS: NONE
TIMES OF SKILLS CHECKS: 8:00 AM, 9:00 AM, 10:00 AM
LOCATION AND DATES:
- CEPD
  1850 EMBARCADERO ROAD, PALO ALTO, CA
  MAY 13
  JUNE 24
  JULY 15
  AUGUST 16

- SHC ATRIUM
  300 PASTEUR DRIVE, STANFORD, CA
  MAY 23, 31
  JUNE 13, 30
  JULY 6, 25
  AUGUST 3, 29

REGISTER ONLINE: WWW.CECENTER.STANFORDHOSPITAL.ORG

Register for a skills check date and the online access code will be e-mailed to you from the AHA within 48 hours.

The American Heart Association’s (AHA) BLS-HCP Online Part 1 Course is accessible 24 hours a day as a flexible alternative to classroom training. Through case-based scenarios, interactive activities, and videos, this course teaches the concepts of both single-rescuer and team life support.

The online part 1 must be paired with a skills check, which includes hands-on practice and testing (Parts 2 and 3) with an AHA BLS instructor. Part 1 must be completed before the skills practice and testing. The skills check sessions are approximately 1 hour and will be held at the Life Support Training Center unless otherwise noted.

An AHA BLS-HCP course completion card will be issued upon successful completion of all three parts.

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Basic Life Support for Healthcare Providers Renewal/Update Course

PREREQUISITES: VALID AMERICAN HEART ASSOCIATION BLS CARD
FEES: $105.00, INCLUDES BLS STUDENT MANUAL
CREDITS: NONE
LOCATION: 1850 EMBARCADERO ROAD, PALO ALTO, CA
DATE/TIME: RENEWAL/UPDATE 8:00 AM - 12:00 PM
MAY 5, 17, 25
JUNE 8, 22, 28
JULY 5, 13, 21
AUGUST 11, 19, 24

REGISTER ONLINE: WWW.CECENTER.STANFORDHOSPITAL.ORG

This American Heart Association (AHA) Course combines classroom lecture, video, and skills practice/testing sessions to teach basic life support techniques to healthcare providers.

COURSE CONTENT
- Circulation: circulation techniques using chest compressions for one and two rescuers for adult and infant. Defibrillation with the automatic external defibrillator (AED)
- Airway: opening airway techniques and techniques to relieve conscious and unconscious choking in adult, child, and infant
- Breathing: ventilation with barrier device and use of the bag-mask

An AHA BLS-HCP course completion card will be issued upon successful completion of skills demonstration and written examination.

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*Note: LATECOMERS WILL NOT BE ADMITTED (Vital course information will be missed)
**Advanced Cardiac Life Support (ACLS) Initial Certification Course**

**PREREQUISITES:** VALID AMERICAN HEART ASSOCIATION BLS CARD
EKG RHYTHM INTERPRETATION SKILLS
ACLS PHARMACOLOGY

**FEE:** $350.00 INCLUDES ACLS MANUAL, CPR/ECC HANDBOOK, AND ECG/PHARMACOLOGY WORKBOOK

**CREDITS:** 12 CA BRN CE HOURS – MUST ATTEND AND COMPLETE BOTH DAYS

**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA

**DATE/TIME:**

- **DAY 1:** 8 AM- 5 PM (LUNCH INCLUDED)
- **DAY 2:** 8 AM- 1 PM (NO LUNCH)

**MAY** 3 & 4

**JUNE** 2 & 3

**JULY** 7 & 8

**AUGUST** 9 & 10

**REGISTER ONLINE:** [WWW.CECENTER.STANFORDHOSPITAL.ORG](http://www.cecenter.stanfordhospital.org)

This American Heart Association (AHA) course is an intensive two-day classroom session designed for healthcare providers who direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies. Through lecture, video, and active participation in simulated cases, participants will enhance their skills in the diagnosis and treatment of cardiopulmonary arrest, stroke, and acute coronary syndromes (ACS).

**DAY 1:** BLS and ACLS survey, science overview, stroke, ACS, respiratory/airway management, pharmacology, ECG review, and skills practice stations

**DAY 2:** Putting it All Together learning stations, megacode testing, and written test

**COURSE CONTENT**
- Basic Life Support (BLS) survey
- High-quality cardiopulmonary resuscitation (CPR)
- ACLS survey and algorithms
- Effective resuscitation team dynamics
- Immediate post-cardiac care

An AHA ACLS course completion card will be issued at the end of Day 2 upon successful completion of skills demonstration and written examination.

**Advanced Cardiac Life Support (ACLS) Renewal/Update**

**PREREQUISITES:** VALID AHA BLS AND ACLS CARDS
EKG RHYTHM INTERPRETATION SKILLS
ACLS PHARMACOLOGY

**FEE:** $260.00 INCLUDES ACLS MANUAL AND CPR/ECC HANDBOOK

**CREDITS:** 6 CA BRN CE HOURS

**LOCATION:** 1850 EMBARCADERO ROAD, PALO ALTO, CA

**DATE/TIME:**

- **MAY** 10, 18, 26
- **JUNE** 7, 23, 29
- **JULY** 12, 20, 29
- **AUGUST** 5, 17, 30

**REGISTER ONLINE:** [WWW.CECENTER.STANFORDHOSPITAL.ORG](http://www.cecenter.stanfordhospital.org)

NOTE: BLS NOT INCLUDED IN THIS COURSE - SEE BELOW FOR BLS RENEWAL OPTIONS

This American Heart Association renewal/update course is designed for healthcare providers who have already taken ACLS and direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies. Through classroom lecture, video, and active participation in simulated cases, participants will enhance their skills in the diagnosis and treatment of cardiopulmonary arrest, stroke, and acute coronary syndromes (ACS).

**COURSE CONTENT**
- Basic Life Support (BLS) survey
- High quality cardiopulmonary resuscitation (CPR)
- ACLS survey and algorithms
- Effective resuscitation team dynamics
- Immediate post-cardiac care

An AHA ACLS course completion card will be issued at the end of the course upon successful completion of skills demonstration and written examination.

**TO RENEW YOUR BLS**

**OPTION 1** Renew before the ACLS Renewal/Update course (8AM-9AM) or before start of the ACLS Skills Check (8AM or 9:30AM): Go to the Center for Education & Professional Development website: www.cecenter.stanfordhospital.org and register for the BLS skills check on the same date as your ACLS course. This BLS skills check time is reserved only for those taking the ACLS course. An access code will be e-mailed to you once you register. Fee $22.00 for access code, skills check is free if taken same day as ACLS.

**OPTION 2** Renew on your own time: Go to the Center for Education & Professional Development website: www.cecenter.stanfordhospital.org and register for the BLS skills check date of your choice. An access code will be e-mailed to you from the AHA within 48 hours of registering. Fee of $100.00 includes access code and skills check.

**OPTION 3** Renew in the classroom: Sign up for a four-hour BLS course at the Center for Education & Professional Development. Register online at www.cecenter.stanfordhospital.org. Fee $105.00; includes the BLS student manual.

If you would like more information about these courses, please call 650-725-9938 or visit our website www.cecenter.stanfordhospital.org.

AHA Disclaimer: “The American Heart Association strongly promotes knowledge and proficiency in all AHA courses and has development instructional materials for this purpose. Use of these materials in an educational course does not represent course sponsorship by the AHA. Any fees charged for such a course, except for a portion of fees needed for AHA course materials, do not represent income to the AHA.”

*“DUE TO AHA GUIDELINE CHANGES, BLS IS NO LONGER OFFERED DURING THE ACLS COURSE.”*
The American Heart Association Heartcode® is a web-based, self-paced instructional program that uses eSimulation technology to allow students to assess and treat patients in virtual healthcare settings. Students apply their knowledge to real-time decision making and skills development; debriefings and coaching are provided immediately after each simulation to facilitate learning.

The online portion of the course must be paired with a skills check, which includes hands-on practice and testing with an AHA ACLS instructor. The online portion must be completed prior to the skills practice and testing with a manikin. Skills sessions will take approximately 1-2 hours and will be held at the Life Support Training Center.

**ONLINE COURSE CONTENT**
- Key changes reflecting the current AHA Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care
- Ten adult patient cases presented through eSimulation technology:
  - One BLS case
  - Seven cases representing cardiovascular, respiratory, and stroke emergencies
  - Two megacodes
  - Recognition and early management of respiratory and cardiac arrest
  - Recognition and early management of peri-arrest conditions such as symptomatic bradycardia
  - Airway management
  - Related pharmacology
  - Management of acute coronary syndromes and stroke
  - Effective communication as a member and leader of a resuscitation team

An AHA ACLS course completion card will be issued upon successful completion of the online cognitive portion and skills sessions.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
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<tbody>
<tr>
<td>Do you offer continuing education (CE) for ACLS and BLS Courses?</td>
<td>BLS – No CE hours offered because this is considered a basic course. ACLS Initial (2 days) – 12 CA BRN CE hours (must attend both days) ACLS Renewal – 6 CA BRN CE hours ACLS Online/Skills Check – CE/CME/CEH hours awarded through AHA, NOT CEPD</td>
</tr>
<tr>
<td>How do I get a CE Certificate upon completion of my ACLS classroom course (renewal or initial only)?</td>
<td>CE Certificates will be available for printing after completing the course evaluation online and will be active for 3 years after the class date. 1. Go to <a href="http://www.cecenter.stanfordhospital.org">www.cecenter.stanfordhospital.org</a>, click the link ‘CEPD Online Registration’ 2. Select SHC/LPCH Employee or Returning Customer 3. Log In following the instructions 4. Click “My Courses” tab at top of page and select course you want to print CEs 5. Select button to complete eval</td>
</tr>
<tr>
<td>How do I get a CE Certificate upon completion of my ACLS Skills Check?</td>
<td>ACLS Skills Check CEs are awarded through the AHA only (not CEPD) 1. Sign in at <a href="http://www.onlineaha.org">www.onlineaha.org</a> 2. Click on “Certificates and CME/CE” 3. Click on the “Request” button next to course in the “Apply for CME/CE Section” 4. Fill out the form and submit it to obtain the CME/CE certificate If you have any questions or need further assistance, please contact the AHA by email at <a href="mailto:help@onlineaha.org">help@onlineaha.org</a> or call (888) 242-8883, Monday-Friday, 8:00am-5:00pm CST.</td>
</tr>
<tr>
<td>How do I register for a BLS or ACLS course?</td>
<td>Visit <a href="http://www.cecenter.stanfordhospital.org">www.cecenter.stanfordhospital.org</a> then select the ‘CEPD Online Registration’ link to view dates and/or register.</td>
</tr>
<tr>
<td>How do I receive my “key” for online access?</td>
<td>An online access key will be emailed from <a href="mailto:keys@onlineaha.org">keys@onlineaha.org</a> within 48 hours after registering for the course.</td>
</tr>
<tr>
<td>I’ve registered for a skills check but haven’t received my online access code – what do I do?</td>
<td>We apologize in advance if you did not receive your key. Please email <a href="mailto:cecenter@stanfordhealthcare.org">cecenter@stanfordhealthcare.org</a> if you did not receive an email from AHA with your key after 48 business hours. Students who register on a Friday after business hours will be sent a key the next business day.</td>
</tr>
<tr>
<td>What if I am late for BLS or ACLS (skills or classroom)?</td>
<td>Latecomers will not be permitted after the course has started due to vital course information being missed.</td>
</tr>
<tr>
<td>Where is Stanford’s LSTC classroom courses and/or skills checks held?</td>
<td>Please check your confirmation email or our website to confirm your location.</td>
</tr>
<tr>
<td>How can I tell if a course is full?</td>
<td>The ‘waitlist’ option will be active; you will need to add yourself to the waitlist.</td>
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<tr>
<td>Do you offer BLS during ACLS renewal/update courses?</td>
<td>No, per AHA guidelines, this is no longer an option. For your convenience BLS skills checks are available before every ACLS renewal/update course. You must register separately for the BLS skills check offered on the same date as your ACLS course.</td>
</tr>
<tr>
<td>What if I have never taken ACLS?</td>
<td>We offer an ACLS initial course 11 times/year (approximately once/month).</td>
</tr>
<tr>
<td>Are there prerequisites I should have before I register and attend an ACLS initial course?</td>
<td>Prerequisites are NOT taught during the course. Prerequisites include having knowledge of EKG interpretation skills and cardiac pharmacology. We do offer Essentials in ECG Rhythms once per catalog. (Please see ‘Catalog Course List’ on page 3 for date).</td>
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<tr>
<td>How can I learn basic knowledge of ECG interpretation and cardiac pharmacology?</td>
<td>After you register for the ACLS initial course, the following study guides will be mailed to your address in your registration profile: a student manual, pocket guide, and an ACLS ECG and pharmacology workbook. If you feel you need additional knowledge, please visit the AHA website <a href="http://www.onlineaha.org">www.onlineaha.org</a> for computer based learning options.</td>
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<td>Do you offer PALS or NRPS?</td>
<td>No, please contact Lucile Packard Children’s Hospital at Stanford by calling 650-497-8933 for more information or visit <a href="http://www.stanfordchildrens.org/en/classes">http://www.stanfordchildrens.org/en/classes</a>.</td>
</tr>
<tr>
<td>Do you offer ATLS?</td>
<td>No, please contact Stanford Health Care Trauma Department at 650-723-7570 for more information.</td>
</tr>
<tr>
<td>Who can I call for further information regarding BLS and/or ACLS Classes and Skills Checks at Stanford?</td>
<td>Please email <a href="mailto:cecenter@stanfordhealthcare.org">cecenter@stanfordhealthcare.org</a> or call 650-725-9938. For a faster reply, email works best.</td>
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</table>
All are invited

NURSING GRAND ROUNDS

4th Tuesday of each month
(excluding November & December)

Time: 3:30 – 4:30 pm
(Registeration & refreshments start at 3 pm)

Fee: Complimentary admission

Location: Stanford Children’s Hospital Auditorium

Credits: CA BRN 1 CE hour
($10.00 CE certificate–optional)

Nursing Grand Rounds provides a forum for nurses to share clinical expertise and experiences, nursing best practices and other topics of interest that help improve patient outcomes and enhance the patient experience.

PROGRAM OBJECTIVES

• Explain new and emerging healthcare initiatives, such as hospital-specific, clinical, and strategic imperatives.
• Explore and disseminate how new healthcare issues, policies, and innovations are utilized through evidence-based delivery systems.
• Discuss nursing excellence through the presentation of clinical case studies.
• Define the concepts of Stanford’s Professional Practice Model and Magnet ideals to the daily practice of nursing.
• Encourage professional development, energize the nursing workforce and promote clinical excellence.

All nurses and healthcare professionals are cordially invited to participate with your colleagues and help advance the professional practice of nursing through knowledge and experience sharing. If you have an interesting topic and/or a presenter which you feel might be appropriate for Nursing Grand Rounds, please submit your suggestion via email: NursingGrandRounds@stanfordhealthcare.org
Employee Referral Program
Best of the Bunch, SHC Employee Referral Program, is looking for great candidates to fill open positions throughout our health system. If you know someone you think is the ‘Best of the Bunch,’ refer them today. To view rules, search for positions, or to refer a friend, please visit http://www.stanfordreferrals.com. To directly apply for a job, please visit: http://www.stanfordhealthcarecareers.com.

Educational Assistance
SHC offers many resources and programs to boost your professional growth. We offer education funds, tuition assistance, and scholarship programs to help you pursue personal passions and professional growth. In addition, Stanford’s Center for Education & Professional Development offers Continuing Education (CEPD) courses for nurses, leadership and computer courses for all employees, and American Heart Association (AHA) life support training courses for health care professionals.

Benefited employees that qualify for education assistance can easily transfer their education funds (and not have to pay out of pocket) if you sign up to attend our courses (and register online as a ‘Returning Customer’) at Stanford CEPD registration site. To view courses or register online, please visit www.cecenter.stanfordhospital.org.

Plan, Save, Retire
Understand your retirement and savings benefits or schedule time with a retirement planning consultant. For more information, please contact Transamerica at 1-800-755-5801 or go to: https://www.trsretire.com/webportal/shclpch/index.html
Coffee and tea are provided throughout the day. Lunch is included in most of our courses.

If you require a special diet, please bring your own food. A refrigerator & microwave will be available for your convenience in our lobby area.

To reserve the Mother’s Room at our location, please call the Facilities Services Response Center (FSRC) to reserve and guarantee confirmation in advance. Phone FSRC @ 650-498-4400 (8-4400 internally).

Please note: onsite parking is limited and valet services are available, however, alternate transportation is recommended.

To view alternate modes of transportation to the Palo Alto Tech Center (PATC), please visit our website www.cecenter.stanfordhospital.org and click the hyperlink Alternate Transportation to PATC.