TrinityGlobal
INSTITUTE

Curriculum - Instructional Plan

2026 - 2027

TRINITY GLOBAL INSTITUTE

5035 Edgewater Drive,
Orlando FL 32810

Mission Statement

The mission of Trinity Global Institute is to provide high-quality, student-centered health care education that promotes lifelong learning and prepares competent health care professionals to improve health outcomes of the local and global community.

Purpose of the Plan

The purpose of this Program Instructional Plan is to provide a comprehensive framework for delivering instruction in all the programs (Associate of Science in Nursing, Practical Nursing, Medical Assisting, and Home Health Aide) at Trinity Global Institute (TGI). The plan outlines the objectives, instructional materials, equipment, occupational skills, and integration of safety and technology, ensuring alignment with the standards set by the Council on Occupational Education (COE) and preparation of students for entry-level health care practice.

Objectives of the Plan

- To ensure instructional content aligns with program goals and occupational outcomes
- To integrate academic and occupational competencies for health care programs
- To deliver instruction using current, industry-standard equipment and techniques
- To support student mastery of job-related health and safety principles
- To provide orientation and training on relevant healthcare technologies
- To establish procedures for the ongoing review and improvement of instructional practices

Name of the Person Responsible for the Plan

Name: Dr. Donel Richemond, MBA, MSN,RN

Title: Director of Nursing

The programs instruction is guided by a combination of classroom strategies and techniques through lecture, differentiated instruction, project, demonstrations, role play, evaluation, lab simulation, clinical practice, small, and large group work and discussion, supervised practice, and scenario-based simulations. The Director of Nursing monitors instructors to ensure that course syllabi, lesson plans, student clinical evaluation tools, and competency checklists are planned appropriately and meet the expectations required for the success of the students.

The institution utilizes current relevant textbooks, materials, and equipment; Florida Board of Nursing-approved curriculum outlines, digital learning platforms including HESI examination, Medical Assisting materials, and clinical procedure manuals.

The program is organized to sequentially build competencies from basic to complex, ensuring that students acquire the knowledge, hands-on skills, and critical thinking required for safe and effective patient care. Students' progress aligns with clinical expectations through modules, and their skills are assessed throughout the program in the classroom, the lab, virtually, and clinical settings.

Occupational Skills Instruction

Students are expected to be very proficient in medical knowledge and clinical expertise; however, the health care abilities are not sufficient to thrive in the nursing profession. Trinity Global Institute believes that health care workers must develop some very important soft skills to positively impact patients' lives. The instructors must incorporate some critical skills such as communication, empathy, compassion, problem solving, conflict resolution, stress management, time management, teamwork, critical thinking…

Instructors plan workplace essentials lessons that afford students the opportunity to master the occupational skills. All course syllabi must reflect activities where students are trained on resume writing, effective interviews, and other soft and interpersonal skills that employers consider essential when they hire nurses.

Procedures and Evidence of the Availability of Up-to-Date Equipment and Supplies

Trinity Global Institute maintains current inventories of lab equipment and clinical supplies through an annual review conducted by the Director of Nursing. Supplies and equipment such as mannequins, IV therapy training arms, electronic vital signs monitors, medication administration tools, and electronic health record software are procured from reputable vendors. A clinical skills lab is located on campus for student instruction. Instructional staff submits supply requisitions as needed to ensure labs remain stocked and aligned with evolving healthcare standards.

Records of equipment purchases, maintenance logs, and inventory checklists are retained and reviewed as part of the institutional effectiveness planning process.

Integration of Job-Related Health and Safety Lessons

Health and safety instruction is embedded in all core courses. Lessons cover infection control, OSHA standards, patient and practitioner safety, biohazard handling, needle-stick prevention, and ergonomics. These topics are introduced during student orientation and reinforced throughout clinical and lab instruction. Students are required to demonstrate safe practices before participating in direct patient care. This ensures both patient and student safety.

Procedures to Orient the Student to the Use of Technology

Students receive orientation on all required instructional technologies during the didactic and laboratory portions of the program. Over the course of the program and prior to release for clinical practice student instruction includes use of the student learning management system (LMS), HESI examination tools, electronic health record (EHR) training tools, medication simulation software, and diagnostic equipment such as automated blood pressure cuffs and thermometers, pulse-oximeters, and EKG equipment. Technology instruction is reinforced in skills lab and clinical courses to ensure students are competent and confident in their use.

Plan Review Procedures

This instructional plan is reviewed annually by the Director of Nursing, faculty, and members of the Occupational Advisory Committee for each program specifically. Recommendations for revisions are documented in the committee meeting minutes and integrated into the institution’s curriculum review and improvement processes.