

Course Outline

Health Science and Medical Technology

REVISED: August/2017

Job Title

Nursing Assistant

77-50-75

Career Pathway:

Patient Care

Nursing Assistant: Long-Term Care

Industry Sector:

Health Science and Medical
Technology

Credits: 10

Hours: 170

O*NET-SOC CODE:

31-1014.00

Course Description:

This competency-based course offers an overview of anatomy, physiology, nutrition, medical terminology and an introduction to diseases and disorders. Emphasis is given to safety principles, infection control and the philosophy of nursing. This course also integrates methods for meeting the social and psychological needs of the patient. Nursing skills and clinical procedures are practiced in the classroom skills laboratory before being demonstrated in community health facilities. Upon completion of the required 60 hours of theory and 110 hours of clinical practice, the student will be qualified to take the state certification test. Successful completion of this examination will enable the student to be employed in a health care facility. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Nursing Service

Prerequisites:

The candidate for this class must be 16 years of age and test at a 7.5 reading level as measured by the TABE D 9/10 test. Prior to contact with patients in the clinical area, the student shall be screened for criminal conviction, present a physical examination form declaring the student to be in good health without restrictions and show tuberculosis screening.

CBEDS No.:

4279

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

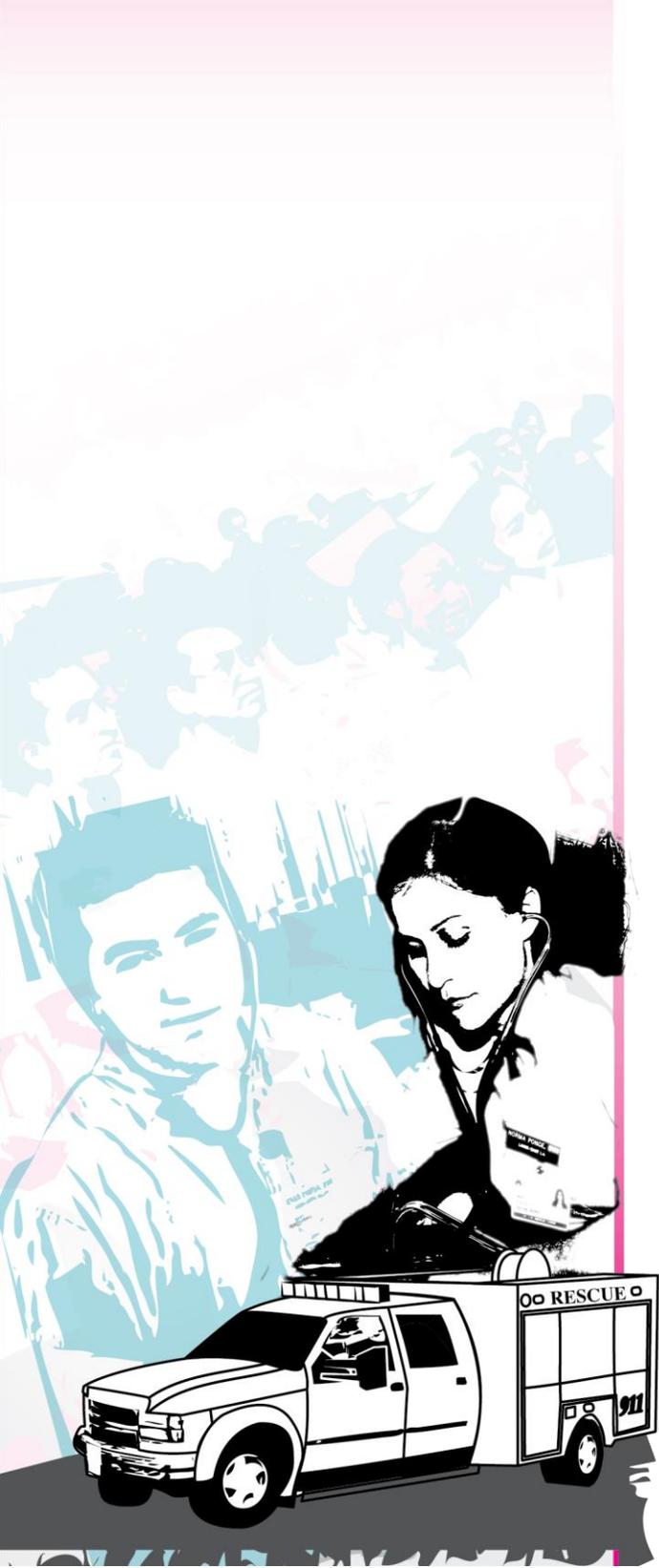
THE STUDENT MUST PRESENT A CURRENT CERTIFICATE SHOWING COMPLETION OF AN AHA OR BLS HEALTHCARE PROVIDERS CARDIOPULMONARY RESUSCITATION (CPR) CLASS PRIOR TO CLINICAL ROTATION.

This course cannot be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.wearedace.org



Course Outline



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-21

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-21

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

pp. 23-24

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to ALEJANDRA SALCEDO and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Health Science and Medical Technology Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Nursing Assistant: (Long-Term Care) Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION/EMPLOYABILITY SKILLS</p> <p>Understand class philosophy, policies, and the role of the nursing assistant in long term care facilities.</p>	<ol style="list-style-type: none"> 1. Identify the faculty and class members. 2. Describe policies of the program, classroom, and clinical facility. 3. Describe effective study methods and describe utilization of these methods. 4. List members of the health care team and educational requirements for each. 5. List responsibilities and duties of various members of the health care team. 6. Describe licensing/certification requirements for various members of the health team. 7. Describe the Omnibus Budget Reconciliation Act (OBRA) nursing assistant training and competency evaluation program. 8. Describe the role of nursing assistants in the health team. 9. Describe standards and regulations required by Title 22 for nursing assistants. 10. Differentiate among health care facilities by type, function and funding. 11. Describe the organization and patient needs of acute hospitals and long-term facilities. 12. List three local health agencies and describe services offered. 13. List three nursing care facilities available to the community. 14. Describe health care payment methods. 15. Describe attitudes needed by nursing assistants to project professionalism. 16. Describe qualities and personal characteristics needed by health care workers. 17. List health care activities which nursing assistants may or may not perform. 18. Describe grooming and uniform requirements for nursing assistants. 19. Describe employment opportunities and the locating of career openings. 20. Describe items needed to complete an application form. 21. Describe information included in a résumé. 22. Describe various parts of the interview process, such as appearance, attitude, transcripts/references and follow-up letter. 	<p>Career Ready Practice: 2, 3</p> <p>CTE Anchor: Communications: 2.5 Career Planning and Management: 3.4 Responsibility and Flexibility 7.7 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B1.1, B5.1, B5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 3 hours)	23. Describe the nursing code of ethics as it relates to a nursing assistant. 24. Describe confidentiality. 25. Describe attendance and tardiness policies, both in the program and on-the-job training. 26. Describe resigning from a position, including the time element and letter format.	
B. PATIENTS' RIGHTS Understand and apply knowledge of patients' rights in the health care facility including those as specified in Title 22, California Code of Regulations Section 72527 and in Section 1599.1, 1599.2, and 1599.3 of the Health and Safety Code.	1. Describe rights to which a resident receiving care is entitled such as respect, dignity, financial information, safety, refusal of treatment, and personal rights. 2. Describe situations that result in legal problems such as abuse, defamation of character, informed consent, false imprisonment, assault, battery, libel, slander, negligence, theft, and aiding and abetting. 3. Describe the prohibition of tipping for services in health care facility. 4. Describe the responsibilities of the health care worker regarding wills. 5. Demonstrate behavior and attitude that will protect patients' rights and comply with legal constraints. 6. Describe reporting procedures and follow-through for elder abuse. 7. Describe the effects of confidentiality on clients and caregivers.	Career Ready Practice: 2, 5, 11 CTE Anchor: Communications: 2.5 Ethics and Legal Responsibilities: 8.2, 8.3, 8.7 CTE Pathway: B5.1
C. INTERPERSONAL SKILLS Understand principles of effective communication and defense mechanisms, socio-cultural factors, and attitudes that prevent dialogue.	1. Describe verbal communication and state the role of the nursing assistant in a minimum of five situations. 2. Illustrate nonverbal communication such as gestures, facial expressions, posture, body language, and touch. 3. Define and describe sublimation, the defense mechanism compatible with mental health. 4. Define and describe excessive use of defense mechanisms indicative of impaired mental health such as denial, displacement, projection, rationalization, and repression. 5. Define and describe defense mechanisms often indicative of mental illness such as isolation, repression, turning against self, and conversion reaction. 6. Illustrate how stress may contribute to ineffective communication. 7. Assess comprehension, hearing, and vision difficulties that impede communication. 8. Describe language as a factor influencing communication. 9. Identify and describe a minimum of two barriers to effective communication.	Career Ready Practice: 2, 5, 9 CTE Anchor: Communications: 2.2, 2.5 Problem Solving and Critical Thinking: 5.4 CTE Pathway: B6.2, B6.4, B13.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours)	<ol style="list-style-type: none"> 10. Explain how religion and culture may be barriers to communication. 11. Describe various attitudes toward illness and health care, such as macho, denial, aggressive, crying and withdrawn. 12. Describe the holistic approach to patient care. 13. Identify physical, social, psychological, and spiritual needs using Maslow's hierarchy of needs. 14. Describe the psychological and social effects of family interaction. 15. Describe courtesies the nursing assistant should extend to staff, patients, families and visitors. 16. Describe various methods of promoting patient independence. 17. Describe the psychological impact of separation from family and friends. 18. Describe "separation anxiety." 19. Describe the effects of changes in the living environment for the elderly. 	
<p>D. WORKING ENVIRONMENT SAFETY</p> <p>Recognize and demonstrate methods for maintaining a safe environment.</p>	<ol style="list-style-type: none"> 1. Describe emergency signal lights used by patients. 2. State emergency codes used for fire, disaster, patient emergency, and intruder. 3. Explain the purpose of patient identification bands. 4. List safety measures that prevent falls. 5. Describe the use of side rails and bed position to prevent falls. 6. Explain the purpose of protective devices and safety rules. 7. Identify situations where a protective device may be used. 8. Describe maintaining lighting, temperature, and cleanliness to maintain patient safety. 9. Identify common equipment-related accidents and methods of prevention. 10. State methods of preventing burns from food, water, and treatments. 11. Review the Heimlich maneuver. 12. Identify methods of safeguarding personal possessions of the patient. 13. State the purpose of the incident report. 14. State general rules for safety in a health care facility. 15. Identify fire hazards and methods used to prevent a fire. 16. Describe safety measures related to fire prevention and the use of oxygen. 17. State the role of nursing assistants during a fire, disaster, or earthquake. 18. Demonstrate safe practices in the clinical facility. 	<p>Career Ready Practice: 1, 2, 5, 7</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.6 Demonstration and Application: 11.1</p> <p>CTE Pathway: B8.4, B8.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. MEDICAL AND SURGICAL ASEPSIS</p> <p>Recognize and demonstrate methods used to prevent transmission of disease.</p>	<ol style="list-style-type: none"> 1. Spell and define terms related to medical/surgical asepsis. 2. Identify common microbes according to characteristics. 3. List three microbes and the disease conditions caused by each. 4. Describe three conditions necessary for the growth of microorganisms. 5. Describe the infectious cycle process. 6. Describe the hand washing procedure. 7. Identify cleansing agents used in hand washing. 8. Describe the nursing care of the patient with acquired immunodeficiency syndrome (AIDS). 9. Describe the nursing care of the patient with hepatitis. 10. Explain the purpose of wearing clean nonsterile gloves when in contact with body fluids. 11. Describe the method of donning, removing, and disposing of nonsterile gloves. 12. Describe protective apparel worn by health care workers observing standard precautions. 13. Describe the disposal of medical waste and soiled linen. 14. Describe protective apparel worn by health care workers entering the isolation unit. 15. Describe procedures for donning and removing the protective apparel worn in the isolation unit. 16. Describe the daily care of the patient in isolation. 17. Describe terminal disinfection of the patient unit. 18. Describe transporting the isolation patient. 19. Describe the gas and steam methods of sterilization. 20. Compare sterilization and disinfection methods. 21. Describe the handling of sterile equipment and supplies. 22. Describe the use of nonsterile dressings. 23. List a minimum of three types of tape and precautions for each. 24. Explain the purpose of an ace bandage. 25. State the use and precaution for slings, splints, and braces that support various body parts. 26. Identify the purpose of antiembolitic stockings (T.E.D.). 27. Describe the application of T.E.D. hose. 28. State types of ointment that may be applied by a nursing assistant. 29. Describe methods of applying an ointment. 30. Demonstrate handwashing without contaminating hands, clothes, or body. 31. Demonstrate donning, removing, and disposing of nonsterile gloves. 32. Demonstrate standard precautions. 33. Demonstrate donning and removing protective apparel worn in the isolation unit. 34. Demonstrate the daily care of the patient in isolation. 35. Demonstrate double bagging. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1, B5.2, B5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours) (Clinical: 8 hours)	36. Demonstrate the application of nonsterile dressing, tape, ace bandage, slings/supports/braces, antiembolitic stockings, and ointment. 37. Demonstrate client's role in self-care of treatments.	
G. WEIGHTS AND MEASURES Understand and use measurement standards and abbreviations as used in health care facilities.	1. List basic metric and household units of measurement for weight, length, and volume. 2. Convert common household measurements to metric measurements. 3. Identify commonly used metric and household abbreviations. 4. Convert conventional time to military time. 5. Describe methods used to measure intake and output (I & O). 6. Describe recording methods for I & O. 7. Describe weight and height measurements for various age groups. 8. Describe various types of scales and selection for patient activity. 9. List requirements for obtaining an accurate weight and height. 10. Describe recording weight and height measurements on the patient record. 11. Demonstrate use of the metric system. 12. Demonstrate the use of military time. 13. Demonstrate measuring and recording intake and output. 14. Demonstrate weight and height measurement using the standing scale, mechanical lift, and bed scale. 15. Document height and weight measurements on the patient record. 16. Analyze content of height and weight measurements on the patient record and report findings.	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.5 Demonstration and Application: 11.1 CTE Pathway: B3.1, B5.4
H. PATIENT CARE SKILLS Understand and demonstrate principles of basic nursing care.	1. Spell and define terms related to the integumentary system. 2. Describe epidermal and dermal layers of the skin. 3. Describe various appendages of the skin, such as hair, nails, sebaceous glands, and sweat glands. 4. Describe various functions of the skin such as protection, sensation, thermoregulation, and secretion. 5. Identify three reasons for providing oral care. 6. Describe tooth brushing and flossing. 7. Identify patients requiring frequent oral hygiene. 8. Describe special oral hygiene performed for an unconscious patient. 9. Describe procedures for removing and cleaning dentures. 10. List and describe a minimum of four types of baths. 11. State the purpose of each type of bath. 12. Identify safety precautions for patient bathing. 13. State the purpose of providing skin care. 14. Describe the back-rub procedure. 15. Identify persons at risk for decubitus ulcer formation.	Career Ready Practice: 1, 2, 5 CTE Anchor: Demonstration and Application: 11.1 CTE Pathway: B5.1, B9.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 16. Identify the body sites where a decubitus ulcer may form. 17. List preventative measures and treatment for decubitus ulcers. 18. Identify warm/cold applications. 19. Describe the use of cosmetics in grooming. 20. Describe perineal care. 21. State the importance of hair care in patient grooming. 22. Describe the bed shampoo procedure. 23. State safety precautions when shaving a patient. 24. Describe hand and fingernail care. 25. Describe foot and toenail care. 26. Describe early morning (A.M.) care. 27. Describe afternoon (P.M.) and bedtime (H.S.) care. 28. Describe assisting the mobile resident to dress. 29. Describe dressing the immobile resident. 30. Describe the care of the artificial eye. 31. Describe the care of eyeglasses and hearing aids. 32. State responsibilities of nursing assistants for the eyeglasses, hearing aid, and dentures of a patient. 33. Describe the care of a prosthetic limb. 34. Demonstrate oral hygiene for the conscious and unconscious patient. 35. Demonstrate denture care. 36. Demonstrate bathing the patient including bed, partial, shower, and medicated baths. 37. Demonstrate skin care, including back massage and decubitus ulcer prevention and treatment. 38. Demonstrate warm/cold application. 39. Demonstrate perineal care. 40. Demonstrate hair care. 41. Demonstrate shaving techniques. 42. Demonstrate nail care. 43. Demonstrate A.M., P.M., and H.S. care. 44. Demonstrate dressing the mobile and immobile patient. 45. Demonstrate care of prosthetic devices including artificial eye, eyeglasses, hearing aid, and limbs. 46. Define and spell words related to the genitourinary system. 47. Identify the structures of the urinary tract, including kidneys, ureters, bladder, and urethra, using a diagram. 48. Describe the function of each structure in the urinary tract. 49. State the average adult urinary output for 24 hours. 50. Identify the structures of the male reproductive organs, using a diagram. 51. Identify the structures of the female reproductive system, using a diagram. 52. Describe the basic function of the male and female reproductive system. 53. State bedpan/urinal placement procedure for the bed patient. 54. Describe safety measures used by the nursing assistant when assisting the patient to the bedside commode or bathroom. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(Theory: 18 hours) (Clinical: 50 hours)</p>	<ol style="list-style-type: none"> 55. Describe the importance of wearing gloves when collecting specimens. 56. Describe the procedure for collecting a routine, 24-hour, and clean-catch urine specimen. 57. Describe testing urine for glucose, blood, and acetone. 58. Describe nursing interventions implemented in caring for the incontinent patient. 59. Describe bladder retraining for the incontinent patient. 60. Describe the characteristics of normal stool. 61. Describe the procedure for collecting a stool specimen. 62. Describe testing a stool specimen for blood. 63. State the cause and nursing interventions for constipation, diarrhea, and impaction. 64. Describe the preparation and administration of a cleansing, retention, and prepared form of enema. 65. Describe the administration of a laxative suppository. 66. Describe the retraining schedule for the patient incontinent of stool. 67. Describe the vaginal douche procedure. 68. Spell and define terms related to the endocrine system. 69. Locate and identify the endocrine glands, using a diagram. 70. Describe the general function of hormones in the body. 71. Describe documenting urine and stool elimination on the patient records. 72. Demonstrate assisting the patient to use the bedpan, urinal, bedside commode, and bathroom. 73. Demonstrate obtaining urine specimens, including routine, clean-catch, and 24-hour. 74. Demonstrate testing urine samples for glucose, blood, and acetone. 75. Demonstrate nursing care for the incontinent patient. 76. Demonstrate bladder retraining techniques. 77. Demonstrate stool specimen collection. 78. Demonstrate testing stool specimens. 79. Demonstrate administering enemas including the following types, cleansing, retention, and prepared forms. 80. Demonstrate the retraining procedures for the patient incontinent of stool. 81. Demonstrate administering a vaginal irrigation. 82. Demonstrate documenting urine and bowel elimination on the patient record. 83. Describe reporting procedure for patient with body injuries. 84. Describe on-going reporting of client's progress in promoting maximum health. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. PATIENT CARE PROCEDURES</p> <p>Understand, apply, and evaluate skills necessary for basic nursing care.</p>	<ol style="list-style-type: none"> 1. List contents of a patient unit. 2. Identify parts of a hospital bed. 3. Describe and state the purpose of the clinitron and circo-electric beds. 4. Identify and state the purpose for the open, closed, occupied, and post anesthesia beds. 5. Describe the steps in making an unoccupied and occupied bed. 6. Describe the procedure for making an orthopedic bed. 7. List a minimum of three linen precautions. 8. Describe the use and purpose of side rails. 9. Describe the purpose and care of the air and water mattress. 10. Describe the purpose and the safety measures for equipment used for orthopedic patients. 11. List and describe the use of a minimum of three comfort devices that can be added to the basic bed. 12. List admitting information needed from the patient and family. 13. State the steps of the transfer procedure within the facility. 14. Describe the role of the nursing assistant in the discharge procedure. 15. Demonstrate operating the equipment and furniture in a patient unit. 16. Demonstrate bed making including open, closed, occupied, post anesthesia, and orthopedic. 17. Demonstrate operating a bed and side rails. 18. Demonstrate linen precautions to maintain infection control. 19. Demonstrate nursing care for a patient with various types of bed equipment such as a special mattress, orthopedic devices, and comfort devices. 20. Participate in an admission, transfer, and discharge procedure. 21. List a minimum of three safety precautions used during oxygen administration. 22. Describe the parts of oxygen delivery system including a pressure gauge, flow meter, and humidifier. 23. Describe nursing interventions for the patient receiving oxygen via mask or nasal cannula 24. Describe nursing interventions implemented when caring for a patient with an intravenous tube. 25. List three nursing observations about a resident receiving an intravenous solution that must be reported promptly. 26. Explain the function of a urinary catheter. 27. Describe taping a Foley catheter. 28. List nursing interventions necessary for maintaining a sterile urinary drainage system. 29. Describe the application of an external condom catheter. 30. Explain the function of a nasogastric (NG) tube. 31. List nursing interventions implemented when caring for a patient with an NG tube used for feeding or suction. 	<p>Career Ready Practice: 1, 2, 5, 7</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1, B6.2, B6.4, B7.1, B7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 10 hours) (Clinical: 23 hours)	<ol style="list-style-type: none"> 32. Describe the uses and care of a gastrostomy tube. 33. State the purpose and care of a gastrostomy tube. 34. Describe documenting intake, output, drainage, and irrigation fluid. 35. Demonstrate nursing care for the patient receiving oxygen via mask or nasal cannula. 36. Demonstrate nursing care for the patient receiving intravenous fluid peripherally or parenterally. 37. Demonstrate nursing care for a patient with a Foley catheter or condom catheter. 38. Demonstrate nursing care for a patient receiving nutrients via an NG tube. 39. Demonstrate nursing care for a patient with an NG tube connected to suction. 40. Demonstrate nursing care for a patient with a gastrostomy tube. 41. Demonstrate documentation on a patient record of intake, output, drainage, and irrigation fluid. 42. Describe nursing intervention to promote effective intake and output. 43. Describe patient and family cooperation in recording accurate intake and output. 44. Demonstrate appropriate communication strategies between nurse assistant and client during care. 	
<p>J. VITAL SIGNS</p> <p>Understand basic anatomy and physiology of the cardiovascular and respiratory systems, and apply knowledge of the measurement of temperature, pulse, respiration, and blood pressure.</p>	<ol style="list-style-type: none"> 1. Spell and define terms related to the cardiovascular system. 2. Describe the structure and function of the heart. 3. State the purpose of temperature measurement. 4. Describe three types of clinical thermometers. 5. List four methods used to measure body temperature. 6. Identify the normal adult values for oral, rectal, aural, and axillary temperatures. 7. Describe the nursing action after measuring an abnormal temperature. 8. Describe the reporting and recording method used for normal/abnormal temperature rates. 9. Describe factors that influence body temperature. 10. Describe the procedure for measuring a temperature for the oral, rectal, aural, and axillary methods using each type of thermometer. 11. Describe cleaning each type of thermometer. 12. Describe the purpose of pulse measurements. 13. List body sites used for pulse measurements. 14. State the normal pulse rate for various age groups. 15. Describe the reporting and recording methods used for normal/abnormal pulse rates. 16. Describe factors that affect pulse rate. 17. Describe the procedure for measuring the arterial pulse rate. 18. Describe the procedure for measuring the apical pulse rate. 	<p>Career Ready Practice: 1, 2, 5, 7</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1, B7.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 3 hours) (Clinical: 6 hours)	<ol style="list-style-type: none"> 19. Spell and define terms related to the respiratory system. 20. Describe the structure and function of the respiratory system. 21. Describe the purpose of measuring respiratory rate. 22. State the normal adult values for respiratory rate. 23. Describe reporting and recording methods used for normal/abnormal rates. 24. Describe factors that affect respiratory rate. 25. Describe the procedure for measuring respiratory rate. 26. Describe the purpose of measuring blood pressure. 27. Describe three types of sphygmomanometers. 28. Describe parts of the stethoscope. 29. State normal adult blood pressure values. 30. State the recording and reporting methods for normal/abnormal blood pressure. 31. Describe factors that affect blood pressure. 32. Describe the procedure for measuring the blood pressure 33. Describe documenting vital sign measurements on the patient record. 34. Demonstrate measuring oral, rectal, aural, and axillary temperature using various thermometers. 35. Demonstrate measuring a radial pulse and apical pulse. 36. Demonstrate counting respirations. 37. Demonstrate measuring blood pressure in lying, sitting, and standing positions. 38. Document vital signs on the patient records. 39. Describe patient assessment during vital sign activity. 40. Describe the current "5th vital sign" (assessment) and method of documentation. 41. Demonstrate appropriate communication strategies between nurse assistant and client during taking vital signs. 	
<p>K. NUTRITION</p> <p>Recognize basic food requirements and methods used to meet these needs.</p>	<ol style="list-style-type: none"> 1. Spell and define terms related to the digestive system. 2. Identify organs of the digestive system. 3. State the function of the organs of the digestive system. 4. Spell and define terms related to nutrition. 5. List the food groups and foods included in each group. 6. State the liquids and foods allowed on four hospital diets. 7. State the purpose of a therapeutic diet. 8. Describe feeding techniques for the helpless or special needs patient. 9. State the purpose of water in the diet. 10. State the purpose of calorics and supplements in the daily diet. 11. Describe assisting the vomiting/choking patient. 12. State documentation of food and fluid intake on patient record. 13. Demonstrate preparing a patient for a meal. 14. Serve/remove a patient tray. 15. Demonstrate feeding a patient with special needs. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1, B7.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours) (Clinical: 6 hours)	<ol style="list-style-type: none"> 16. Demonstrate encouraging fluid intake to maintain hydration. 17. Demonstrate supplementing the basic diet using calorics/nourishments. 18. Demonstrate assisting the vomiting/choking patient. 19. Document food and fluid intake on patient record. 20. Describe methods to promote fluid intake. 21. Describe methods to promote client's appetite. 22. Describe Heimlich maneuver as it relates to emergencies when feeding a patient. 	
<p>L. EMERGENCY PROCEDURE</p> <p>Understand and demonstrate methods utilized in emergency situations.</p> <p>(Theory: 2 hours) (Clinical: 1 hour)</p>	<ol style="list-style-type: none"> 1. Spell and define vocabulary related to safety. 2. Identify signs, symptoms, and first aid used for emergency situations, such as bleeding, choking, fainting, heart attack, stroke, seizure, and electric shock. 3. Explain the three basic elements of cardiopulmonary resuscitation (CPR). 4. Review actions utilized in the single person and two person cardiopulmonary resuscitation (CPR) procedure. 5. Describe actions of nursing assistants when an emergency code is called for a patient. 6. Describe actions of nursing assistants when an international hospital code is called in a health care facility. 7. Demonstrate first aid for the patient in a health care facility 8. Demonstrate safe practices in the health care facility. 9. Describe methods to prevent accidents during emergencies. 10. Describe CPR for the geriatric patient vs. CPR for an adult or a child. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B4.5, B5.1, B12.4</p>
<p>M. LONG-TERM CARE PATIENT</p> <p>Understand the psychosocial, physical, and recreational needs of geriatric residents with various chronic disorders.</p>	<ol style="list-style-type: none"> 1. Define and spell words related to the neurosensory system. 2. Describe two functions of the nervous system. 3. Describe the structure of the brain and the spinal cord in general. 4. List the five sense organs. 5. Compare symptoms of acute and chronic brain disease. 6. Describe symptoms of Alzheimer's disease. 7. Describe nursing care of the patient with Alzheimer's disease with regard to diet, safety, and inappropriate behavior. 8. Describe assessing the level of consciousness of a patient. 9. Describe physical changes of aging that occur in various body systems. 10. Describe mental and emotional changes in behavior that occur in the geriatric patient such as depression and disorientation. 11. Describe social changes that affect the geriatric resident to include retirement, change in income, isolation, death of family and friends, change in housing, and dependence on others. 12. Describe various types of recreation that can be offered to the geriatric resident. 	<p>Career Ready Practice: 2</p> <p>CTE Anchor: Communications: 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours) (Clinical: 2 hours)	<ol style="list-style-type: none"> 13. List components of reality orientation. 14. List and define common chronic conditions of each body system of the geriatric patient. 15. Describe the general signs and symptoms of chronic conditions affecting each body system of the geriatric patient. 16. Describe the nursing intervention utilized for various chronic conditions of the geriatric patient. 17. Describe differences between younger adults and seniors with chronic disorders. 18. Describe differences between dementia and Alzheimer's disease. 19. Describe family interactions when client is on long-term care. 20. Describe client's emotional "roller-coaster" feelings when initially confined. 	
<p>N. REHABILITATIVE NURSING</p> <p>Understand and demonstrate restorative nursing care that promotes the potential of the resident.</p>	<ol style="list-style-type: none"> 1. Describe the philosophy of restorative care. 2. List and describe three principles implemented for successful learning. 3. Describe prevention methods for five complications of inactivity. 4. Describe instructing a resident to perform range of motion exercises. 5. Describe the purpose of a whirlpool bath. 6. Describe the procedure for a whirlpool bath. 7. Describe the steps of independent transfer from wheelchair to various objects. 8. Describe basic guidelines for measuring, fitting, and adjusting assistive devices used in ambulation. 9. State the purpose of the safety belt used in ambulation. 10. Describe psychological benefits of performing independently the activities of daily living (ADL). 11. Describe the purpose and completion of an ADL evaluation form. 12. Identify components of a self-feeding program that promotes success for the resident. 13. Describe techniques used to assist the resident in self-grooming and self-dressing. 14. Describe bowel and bladder retraining methods. 15. Describe documenting restorative nursing care on the patient record. 16. Describe the involvement of family members in the rehabilitation process. 17. Demonstrate positioning techniques to prevent contracture, foot drop, and pressure areas. 18. Demonstrate range of motion exercises. 19. Demonstrate a whirlpool bath. 20. Demonstrate transfer techniques. 21. Demonstrate ambulation techniques using assistive devices such as a walker and crutches. 	<p>Career Ready Practice: 1, 2, 5, 6</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours) (Clinical: 8 hours)	22. Demonstrate assisting/teaching the rehabilitation patient with the activities of daily living. 23. Describe the importance of time as it relates to healing during rehabilitation. 24. Describe the meaning of “long-term” healing with client as it relates to weeks vs. months.	
O. OBSERVATION/CHARTING Understand and apply knowledge of documentation methods in the health care facility. (Theory: 4 hours) (Clinical: 4 hours)	1. Describe collection of data by observing the patient and from patient statements. 2. Identify three methods used by health care providers to exchange information regarding the patient. 3. Describe four components of the nursing process. 4. Describe the nursing care plan used for patient care. 5. List and describe various forms used in the patient record. 6. Describe the charting format used in the clinical facility. 7. Describe the legal responsibilities in charting including legibility, color of ink, date/time, signature, and error correction. 8. Define medical abbreviations using a vocabulary list. 9. List and identify ten commonly used medical symbols. 10. Identify the basic components of commonly used medical words. 11. Describe use of the computer in the health care facility. 12. Document on a patient record using approved terms, symbols, and abbreviations. 13. Describe the differences in reporting at various clinical facilities. Explain objective and subjective charting of symptoms. 14. Demonstrate effective semantics when describing client’s progress.	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.5 Technical Knowledge 10.1 Demonstration and Application: 11.1 CTE Pathway: B5.1, B5.2, B5.3, B5.4, B5.5, B5.6 B5.7
P. DEATH AND DYING Understand and evaluate the emotional, spiritual, and physical needs of the patient and family experiencing the stages of grief.	1. Define and spell terms related to death and dying. 2. Describe the five stages of grief. 3. State the philosophy and goals of hospice care. 4. Explain the meaning of the do-not-resuscitate (DNR) order. 5. Describe various legal documents such as living will, directive, advance directive, and durable power of attorney (DPA). 6. Describe religious beliefs that influence attitudes about death. 7. Describe the spiritual preparation for death practiced by various religious denominations. 8. Describe emotional responses of the health care worker to the patient experiencing each of the five stages of grief. 9. Describe nursing measures that may be useful when meeting the emotional needs of dying patients. 10. Describe vital sign changes in the dying patient.	Career Ready Practice: 2, 6 CTE Anchor: Communications: 2.5 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 2 hours)	<ol style="list-style-type: none"> 11. Describe the changes in each body system of the dying patient. 12. Describe the changes in the body senses of the dying patient. 13. Describe documentation on the hospital record of the dying patient. 14. Describe the procedure for organ donation. 15. Describe preparing the body after death. 16. Describe the procedure for obtaining a postmortem examination. 17. Describe the nursing responsibilities associated with care of the body and the patient's belongings. 18. Describe personal experiences with death and dying. 	<p>CTE Pathway: B5.1, B13.3</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Caldwell, Esther and Barbara Hegner. Nursing Assistant. 10th ed. Cengage Learning, 2007.

Frey, Rita and Lisa Shearer Cooper. Nursing Assisting: Building Language Skills. Delmar Learning, 2002.

Leonard, Peggy C. Quick and Easy Medical Terminology, 6th Edition. Elsevier Health Sciences, 2010.

Pulliam, JoLynn. The Nursing Assistant: Acute, Subacute, and Long-Term Care. 4th ed., Prentice Hall, 2004.

Sorrentino, Sheila A. Mosby's Textbook for Nursing Assistants. 7th ed. Elsevier Health Sciences, 2007.

Wolgin, Francie, Rose B. Schniedman, Barbara R. Wander, Lisa Friedman, and Susan B. Lambert. Being a Nursing Assistant. 9th ed., Prentice Hall, 2004.

RESOURCES

Teacher prepared slides, films, transparencies, and instructional packages.

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctstandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctstandards.doc>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/participation
- C. Multi-media presentation
- D. Visual aids

EVALUATION

SECTION A – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Patient’s Rights – Pass all assignments and exams on patient’s rights with a minimum score of 80% or higher.

SECTION C – Interpersonal Skills – Pass all assignments and exams on interpersonal skills with a minimum score of 80% or higher.

SECTION D – Working Environment Safety – Pass the safety test with a score of 100%.

SECTION E – Body Mechanics – Pass all assignments and exams on body mechanics with a minimum score of 80% or higher.

SECTION F – Medical and Surgical Asepsis – Pass all assignments and exams on medical and surgical asepsis with a minimum score of 80% or higher.

SECTION G – Weights and Measures – Pass all assignments and exams on weights and measures with a minimum score of 80% or higher.

SECTION H – Patient Care Skills – Pass all assignments and exams on patient care skills with a minimum score of 80% or higher.

SECTION I – Patient Care Procedures – Pass all assignments and exams on patient care procedures with a minimum score of 80% or higher.

SECTION J – Vital Signs – Pass all assignments and exams on vital signs with a minimum score of 80% or higher.

SECTION K – Nutrition – Pass all assignments and exams on nutrition with a minimum score of 80% or higher.

SECTION L – Emergency Procedure – Pass all assignments and exams on emergency procedure with a minimum score of 80% or higher.

SECTION M – Long-Term Care Patient – Pass all assignments and exams on long-term care patient with a minimum score of 80% or higher.

SECTION N – Rehabilitative Nursing – Pass all assignments and exams on rehabilitative nursing with a minimum score of 80% or higher.

SECTION O – Observation/Charting – Pass all assignments and exams on observation/charting with a minimum score of 80% or higher.

SECTION P – Death and Dying – Pass all assignments and exams on death and dying with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
