



Prepares Students for College and Careers

▲ Nurse Assistant Pre-Certification

COURSE CODES:

▲ **ROP 63010** ▲ **WUHSD 8027** ▲ **ERUSD SC466** ▲ **STATE (CALPADS) 7922**

Course Leads to: Post-Secondary Education, Employment, and Certification
Industry Sector: Health Science and Medical Technology
Career Pathway: Patient Care – 198 **Course Level:** Capstone
Classroom/Lab Hours: 80 (60 required for certification) **Clinical Hours:** 100 (required for certification)
Approved Textbook/Curriculum: Mosby's Textbook for Nurse Assistants, 9th edition by Sheila Sorrentino

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS:	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit No COLLEGE MAJORS Gerontology Health Services Administration Pre-medicine Pre-nursing Studies Public Health Special Education Business Administration and Management Nursing (RN) Psych Tech	AHA CPR Certification Students that successfully complete all areas of instruction and have met attendance criteria, may be eligible to take the California Dept. of Public Health State Exam to become a Certified Nurse Assistant (CNA). NEXT STEPS <i>Take and pass the California State Certification Exam for Nurse Assistant</i>	Related Careers (O*NET) 31-1014.00 Certified Nursing Assistant 39-9021.00 Personal Care Aides 29-1141.01 Acute Care CNA 31-1011.00 Home Health Aides 29-2061.00 Licensed Vocational Nurse 29-1141.00 Registered Nurses 29-2053.00 Psychiatric Technician

Prerequisites:

Approval to enroll is required. Successful completion of Medical Core with a 70% or better is required.
 Prior to Clinical Training: Social Security card, Negative TB tests (2), Flu vaccination, Health Exam form, and a clear background history (no convictions).

Course Description:

The Nursing Assistant course prepares students to take the California Department of Public Health State Exam. Students will learn patient care, infection control, observation, and communication skills with an emphasis on caring for the geriatric resident in a long-term care facility. Integrated throughout the course are career preparation standards that include basic academic skills, interpersonal skills, problem solving, safety, and technology. Clinical site training is a requirement of this class and is available to eligible students.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Understand community classroom component of the course
- E. E. Complete course safety requirements/test

II. CAREERS IN THE HEALTH SERVICES AND MEDICAL TECHNOLOGY INDUSTRY SECTOR

- A. Research and report on the specialized occupations within the Health Services and Medical Technology industry
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various health services and medical technology positions
- D. Explain the impact of pre-employment activities on employability and/or certification (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

III. PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Résumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

V. PERSONAL AND OCCUPATIONAL SAFETY

- A. Demonstrate procedures to be followed in the case of emergencies
- B. Discuss ways to report a potential safety hazard to a supervisor
- C. Identify and discuss cyber ethics, cyber safety, and cyber security
- D. Describe the methods of Universal/Standard Precautions that prevent the spread of microorganisms
- E. Explain importance of CAL-OSHA
- F. Demonstrate proper body mechanics in order to prevent injury to resident and student
- G. Recognize the effects of substance abuse in the workplace
- H. Identifies basic emergency codes used in the long-term care facility
- I. Discuss Fire and Disaster plans as they relate to the long-term care setting
- J. J. Demonstrate the safe application of postural supports/restraints and define the legal and psychological implications of their use

VI. INTRODUCTION TO THE NURSE ASSISTANT

- A. Describe the roles and responsibilities of a Certified Nurse Assistant.
- B. Discuss the legal ramifications of Title 22, division 5, California Code of Regulations.
- C. Describe the requirements for nurse assistant certification.
- D. Describe professionalism for the Nurse Assistant.
- E. Explain ethical behavior expected of the Nurse Assistant.
- F. Describe Behaviors that maintain confidentiality.

VII. PATIENTS' RIGHTS

- A. Explain the purpose of the long-term facility.
- B. Recognize the role of the Nurse Assistant in maintaining resident rights as stated in federal and state regulation.
- C. Compare CA Code of Regulations Title 22, Division 5, Chapter 3, 72527, with Title 42 Code of Federal Regulations 483.10 regarding resident rights.

COURSE OUTLINE

D. Describe preventing, recognizing, and reporting residents' right violations.

VIII. INTERPERSONAL SKILLS

- A. Identify and discuss all physiological and psychosocial needs, as described by Maslow's Hierarchy of Needs.
- B. Recognize and report behaviors that reflect unmet human needs.
- C. Define communication and therapeutic communication and identify two routes of communication.
- D. Identify the common psychological defense mechanisms.
- E. Describe communication between members of the healthcare team.
- F. Describe key steps in the communication process and methods used in communication.
- G. Describe sociocultural factors influencing communication and emotional reactions to illness and disability.

IX. PREVENTION AND MANAGEMENT OF CATASTROPHE AND UNUSUAL OCCURRENCES

- A. Explain the role of the Nurse Assistant in emergency, disaster, and fire situations.
- B. Describe ways the Nurse Assistant can help residents, families, and visitors remain calm in an emergency situation.
- C. Describe common emergency codes used in facilities.
- D. Describe general rules for providing a safe environment for the Nurse Assistant and resident.
- E. Describe major causes of fire and general fire prevention rules.

X. BODY MECHANICS

- A. Explain the rules and purpose of proper body mechanics.
- B. Identify comfort and safety measures used to lift, turn, move, and position residents in bed.
- C. List and describe body positions for bedridden residents.
- D. Describe resident transfers.
- E. Describe appropriate body mechanics to ambulate a resident.

XI. MEDICAL AND SURGICAL ASEPSIS

- A. Name four infectious agents and discuss the diseases they cause.
- B. Discuss the causes of antibiotic resistant bacteria.
- C. State the five conditions necessary for infectious agents to grow.
- D. Identify the six parts of the chain of infection.
- E. List four lines of defense against infection in the body.
- F. Describe the signs and symptoms of infection.
- G. Differentiate between medical and surgical asepsis.
- H. Explain standard precaution procedures.
- I. Describe personal protective equipment and proper use.
- J. Define transmission-based precautions.
- K. Identify the psychological effects of standard and transmission based precautions on residents.

XII. WEIGHTS AND MEASURES

- A. Identify units of measurement used in the household and metric systems for weights, length, and volume.
- B. Identify and describe equipment commonly used by the Nurse Assistant for measuring weight, length, height, and volume.
- C. Convert common measurements between the household metric systems.
- D. Measure and record weight, height, and volume using the metric and household systems.
- E. Convert between standard and military time.

XIII. PATIENT CARE SKILLS

- A. Identify and assist residents with daily routine care, promoting independence and dignity.
- B. Describe and return demonstrate: Bathing and foot care, oral hygiene, nail care, hair care, shaving, skin care, dressing the resident, urinary and bowel elimination, measuring height and weight, and prosthetic devices.

XIV. PATIENT CARE PROCEDURES

COURSE OUTLINE

- A. Identify and assist residents with daily routine care, promoting independence and dignity.
- B. Describe the nurse assistant's role and return demonstrate: Collection of specimens, bed care, bowel care, tubes, intake and output, bandages and dressings, ointments, powders, lotions, admission, transfer, and discharge.

XV. VITAL SIGNS

- A. Describe what is meant by vital signs, their purpose, and observations made while performing the procedure.
- B. Discuss the use of temperature as an indicator of body function
- C. Describe the circulatory system as it relates to pulse, and identify the pulse sites.
- D. Describe factors that increase and decrease pulse, and the qualities to observe in taking a pulse.
- E. Define and describe respiration and factors that affect respiratory rate.
- F. Describe observations to be made when measuring respirations.
- G. Describe abnormal breathing patterns.
- H. Describe the process for taking TPR as a combined procedure.
- I. Describe what happens in the circulatory system to produce blood pressure.
- J. Identify factors that increase or decrease blood pressure.
- K. Identify parts of the blood pressure equipment.
- L. Discuss the procedure for taking a blood pressure reading.
- M. Describe observation and reporting of resident's pain.
- N. Record vital signs on charts, grasp, and Nursing Assistant notes.

XVI. NUTRITION

- A. Discuss the body's need for food and fluids.
- B. List common nutrients and their food sources.
- C. Describe the My Pyramid food guidance system.
- D. Describe the vegan basic four food groups.
- E. Discuss nutritional and fluid needs of the elderly.
- F. Describe the therapeutic diets commonly ordered for residents.
- G. Describe proper feeding techniques for feeding residents.
- H. Discuss cultural and religious influences on dietary practices.
- I. Identify alternative ways to administer nutrition.

XVII. EMERGENCY PROCEDURES

- A. Identify common signs and symptoms of conditions associated with resident distress and describe the Nurse Assistant's role and responsibility in preventing and/or responding.
- B. Describe immediate interventions in a medical emergency.
- C. List the causes and signs of choking and discuss the use of abdominal thrusts for relief of obstructed airway.
- D. Describe common emergency codes used in long-term care facilities.

XVIII. LONG-TERM CARE PATIENT

- A. Describe common basic needs and interventions for the elderly resident; environmental, psychological, social, recreational and spiritual.
- B. Describe common community resources to meet the needs of the elderly.
- C. Describe developmental and mental conditions found in the long-term care population, their unique needs, and interventions.
- D. Describe the body's basic organization and composition.
- E. List the body systems, including basic anatomy and physiology, common diseases of the elderly with signs and symptoms, Nurse Assistant duties and observations, aging changing and complications of immobility.
- F. Describe changes in body systems associated with aging.

XIX. REHABILITATIVE NURSING

- A. Discuss rehabilitative care and how it promotes independence and resident potential.

COURSE OUTLINE

- B. State goals of restorative care that promote independence and resident potential.
- C. Describe the role of rehabilitation team and the role of the Nurse Assistant as a member of the team.
- D. List activities that make up the Activities of Daily Living.
- E. Identify steps the prevent complications from inactivity.
- F. Describe range of motion exercises.
- G. Identify procedures and devices used to promote mobility and ambulation for residents with physical and/or visual impairment.
- H. Discuss the relationship between resident's self-esteem and family involvement in care.
- I. Discuss the process of documentation and the Nurse Assistant role in care planning.

XX. OBSERVATION AND CHARTING

- A. Identify word elements used in medical terms.
- B. Identify medical terminology and abbreviations commonly used in medical facilities.
- C. Define observation and list the senses used to observe a resident.
- D. Describe objective and subjective observations.
- E. List types of charting documents and use for each.
- F. Explain how accurately complete ADL assessment for MDS.
- G. Discuss procedures to use when recording on a resident's chart.

XXI. DEATH AND DYING

- A. Describe the five stages of the grieving process according to Dr. Kubler-Ross.
- B. Describe the approaches to meet common emotional and spiritual needs of terminally ill residents and their families.
- C. List the right of the dying resident.
- D. Differentiate between common signs of approaching death and biological.
- E. Identify care and comfort measures for dying residents.
- F. Identify the philosophy and goals of hospice and Nurse Assistant's role in hospice care.
- G. Describe procedures and responsibilities for postmortem care.

XXII. ABUSE PER HSC 1337.1 AND 1337.3

- A. Discuss preventing, recognizing and reporting instances of abuse.
- B. Recognize the role of the Nurse Assistant in maintaining resident rights as stated in federal and state regulation.
- C. Differentiate between physical abuse, sexual abuse, emotional/psychological abuse, neglect, financial exploitation, self-neglect, and abandonment.

PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON..)

- A. Research
- B. Outline
- C. First Draft
- D. Final Draft
- E. Presentation

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS
INDUSTRY SECTOR: Health Science and Medical Technology

ESSENTIAL PATHWAY STANDARD - A1.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.