

Career Technical Education (CTE) Course Outline

Course Title:	Nursing Assistant
Course Number:	77-50-75
Date:	January 2025
Industry Sector:	Health Science and Medical Technology
Pathway:	Patient Care
CBEDS Title:	Nursing Service
CBEDS Code:	4279
CalPADS:	7922
Credits:	15

Hours:

Total
180

Course Description:

This competency-based course provides a comprehensive foundation in patient care skills, including anatomy, physiology, nutrition, medical terminology, and an introduction to diseases and disorders. Approved by the California Department of Public Health (CDPH), the program integrates theoretical knowledge, hands-on skills training, and clinical experience. Students will gain expertise in areas such as vital signs monitoring, infection control, medical terminology, ethics and professionalism, and dementia care, with supervised practice conducted at State-approved nursing facilities.

Upon completing the required hours of theory and clinical practice, students will be eligible to take the state certification exam. Successful completion of this exam qualifies graduates to work as Certified Nursing Assistants (CNAs) in various healthcare settings. The course is aligned with the California High School Common Core State Standards and the California Career Technical Education Model Curriculum Standards, ensuring students are well-prepared for certification and career success.

<p>Prerequisites:</p>	<p>The candidate for this class must be at least 16 years of age. A minimum reading level of 7.5 as measured by the CASAS GOALS reading comprehension test.</p> <p>Prior to contact with patients in the clinical area, the student shall be screened for criminal conviction, present a physical examination form with required vaccinations, tuberculosis screening, and provide a physical exam declaring the student to be in good health without restrictions.</p>
<p>NOTE:</p>	<p>For Perkins purposes this course has been designated as a capstone course.</p> <p>This course cannot be repeated once a student receives a Certificate of Completion.</p>
<p>A-G Approval</p>	<p>N/A</p>
<p>Methods of Instruction:</p>	<p>Methods of instruction include interactive lectures, multimedia presentations, simulation labs, clinical rotations, skills practice, group discussions, case studies, role-playing, demonstrations, individualized instruction, peer teaching, guest speakers.</p>
<p>Student Evaluation:</p>	<p>Summative: End of section assessments and state competency examination (written & skills tests)</p>
<p>Industry Certification:</p>	<p>California Certified Nurse Assistant Certification</p>
<p>Recommended Text:</p>	<p>Alvare Hedman, Susan, Fuzy, Jetta, Howard, Katherine. <u>Hartman’s Nursing Assistant Care Long-Term Care</u>, Hartman Online</p> <p>Jarosinski, Carrie L. <u>CNA: Nursing Assistant Certification (California Edition)</u>, August Learning</p>
<p>Link to Resource Folder</p>	<p>https://bit.ly/cnaresources</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Provide an overview of the course, detailing its purpose, goals, and objectives to ensure students have a clear understanding of what to expect and achieve throughout the course.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Discuss and overview the course, including its purpose, goals, and objectives. 2. Review expected learning outcomes. 3. Discuss methods of assessment used in the course, including exams, quizzes, assignments, projects, and participation. 4. Review the grading criteria and process for student performance evaluation. 5. Communicate program expectations regarding attendance, participation, academic integrity, and behavior. 6. Review characteristics of successful teams, including leadership, cooperation, collaboration, and communication. 7. Understand the benefits of teamwork in the school, community, and workplace settings. 8. Outline specific policies related to late submissions and missed assignments. 9. Identify textbooks, online resources, and course materials. 10. Describe the various roles and responsibilities of the nurse assistant as a team member in an integrated health care delivery system. 11. Discuss the different nursing educational pathways. 12. List developing skills for success and trends in the nursing career pathway. 13. Research the scope of current career opportunities. 	<p>Career Ready Practice: 1, 2, 3, 7, 9, 11</p> <p>CTE Anchor: Academic: 1.0</p> <p>Communications: 2.3</p> <p>Career Planning & Management: 3.1, 3.4, 3.5, 3.9</p> <p>Responsibility and Flexibility: 7.2</p> <p>Leadership & Teamwork: 9.2, 9.3</p> <p>Technical Knowledge & Skills: 10.2</p> <p>CTE Pathway: BI2.2</p>
<p>B. INTRODUCTION TO NURSE ASSISTANT</p> <p>Introduce students to the California Code of Regulations, Division 5, Title 22, which</p>	<ol style="list-style-type: none"> 1. Interpret and explain keyNurse Assistant terminology and spelling. 2. Describe the role and responsibilities of the Nurse Assistant to promote, advocate for, and protect the rights, health, and safety of patients and residents. 3. Describe the qualities and behaviors that 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p>

<p>regulates health care facilities, and introduces the roles and responsibilities of the Nurse Assistant, requirements for Nurse Assistant certification, professionalism, ethics, and confidentiality.</p>	<p>constitute the positive and professional work demeanor of a Nurse Assistant.</p> <ol style="list-style-type: none"> 4. Analyze the legal implications of the California Code of Regulations, Title 22, Division 5. 5. Examine the Omnibus Budget Reconciliation Act (OBRA) of 1987 (42 CFR part 483 subpart B). 6. Identify Nurse Assistant requirements as set forth in Title 22 and OBRA. (criminal screening, physical exam, tuberculosis clearance, etc.). 7. Discuss the Nurse Assistant State Competency Exam. 8. List and discuss essential soft skills for nursing assistants in class and in the workplace: <ol style="list-style-type: none"> a. communication b. empathy and compassion c. teamwork d. problem-solving and critical thinking e. flexibility and adaptability f. professionalism g. stress management h. active listening i. cultural competence 9. Describe professionalism attire for the Nurse Assistant. 10. Explain the ethical behavior of patient/resident care expected of the Nurse Assistant. 11. Describe behaviors of the nurse assistant to maintain confidentiality. 12. Examine examples of breaching confidentiality. 13. Research and draw conclusions regarding occupations, employment outlooks, and careers in the healthcare industry that impact patient care. 14. Discuss ways to promote gender equity and increase representation of non-traditional populations in healthcare. 15. Demonstrate proficiency in the nurse assistant pathway that leads to certification and employment in CA. 16. Research and list nursing assistant certification renewal requirements. 17. Identify healthcare settings that employ nurse assistants including i.e., SNF, ICF, hospice, Assisted Living/Residential Care, hospice, clinics, prison system, psychiatric facilities, etc. 18. Create measurable goals to study, review, and 	<p>Communications: 2.3</p> <p>Career Planning & Management: 3.1, 3.4, 3.5, 3.9</p> <p>Technology: 4.3</p> <p>Problem Solving: 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.7</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B5.2, B5.6, B5.7, B6.6, B9.2</p>
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(3 hours- theory)	<p>complete the training course successfully.</p> <p>19. Pass an Introduction to Nurse Assistant test with a score of 80% or higher.</p>	
<p>C. CLASSROOM, LAB, AND CLINICAL AREA SAFETY</p> <p>Recognize and demonstrate methods for maintaining a safe classroom and workplace environment.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify and comply with classroom and workplace safety rules, expectations, and procedures. 2. Discuss and adhere to Occupational Safety and Health Administration (OSHA) guidelines 3. Demonstrate proper hand hygiene techniques. 4. Identify various types of personal protective equipment (PPE). 5. Describe and demonstrate the use of appropriate personal protective equipment (PPE). 6. Recognize and report safety hazards in the classroom, lab, and clinical environment. 7. List and implement safety measures to prevent falls and injuries in clinical settings. 8. Describe and demonstrate the safe use of lab equipment, such as beds, wheel chairs, etc. 9. Describe the use of side rails and bed position to prevent falls. 10. Identify common equipment-related accidents and methods of prevention. 11. Explain the purpose of protective devices and safety rules in situations where they may be used. 12. Describe maintaining lighting, temperature, and cleanliness to maintain patient safety. 13. State methods of preventing burns from food, water, and treatments. 14. Explain the purpose of patient/resident identification bands. 15. State the purpose of the incident report. 16. State general rules for safety in a healthcare facility. 17. Identify fire hazards and methods to prevent a fire. 18. Describe and demonstrate safety measures related to fire prevention and the use of oxygen. 19. Practice personal safety when lifting, bending, or moving equipment and supplies. 20. Demonstrate how to prevent work-related accidents/injuries, including understanding ergonomic modifications. 21. Demonstrate safe practices in the clinical facility 	<p>Career Ready Practice: 1, 2, 5, 6, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4,</p> <p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.8</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B5.1, B10.4</p>

	22. Pass the LAUSD Safety Test with 100% accuracy.	
<p>D. PATIENT/RESIDENT RIGHTS</p> <p>Introduces the fundamental principles and regulatory protections ensuring that each patient and resident is cared for and treated with respect and dignity.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and spelling related to Patient/Resident Rights. 2. Explain the purpose of a long-term care facility. 3. Recognize the role of the Nurse Assistant in maintaining patient/resident rights, as stated in federal and state regulations. 4. Discuss confidential treatment of records: <ol style="list-style-type: none"> a. Health Insurance Portability and Accountability Act (HIPAA) b. Standards and safeguards for documentation and transmission of health records. 5. Describe rights to which a resident receiving care is entitled to, such as respect, dignity, financial information, safety, refusal of treatment, and personal rights. 6. Discuss CA Health and Safety Code regarding written information informing patients of their rights. 7. Compare California Code of Regulations (CCR) Title 22, Division 5, Chapter 3, 72527, with Title 42 Code of Federal Regulations 483.10 regarding patient/resident rights. 8. Explain patient/residents' right to be free of interference, coercion, discrimination, or reprisal from the facility in exercising their rights. 9. Examine the Nurse Assistant's role and responsibility in preventing, recognizing, and reporting residents' rights violations. (1 hour) 10. Discuss patient/resident rights as they relate to admission, transfer, and discharge. 11. Discuss the patient/resident rights as it relates to resident behavior and facility practices (e.g., restraint, freedom from abuse, etc.) 12. Describe the role of an ombudsman. 13. Identify examples of patient/resident rights which support their need for security, belonging, and self-esteem (Maslow's Hierarchy Needs). 14. Discuss the role of the nurse assistant as related to: <ol style="list-style-type: none"> a. communication with supervisors b. mandated reporter c. documentation 15. Discuss resident care in a safe environment that 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.4</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B4.1, B5.1, B5.2, B5.6, B6.6, B7.4, B12.1</p>

<p>(3 hours- theory) (1 hour- clinical)</p>	<p>promotes maintenance and enhancement of each patient's or resident's quality of life.</p> <p>16. Treat patients and residents with respect, dignity, and individuality by demonstrating the following skills:</p> <ol style="list-style-type: none"> a. knocking on door before entering b. pulling privacy curtains during personal care c. keep patient information confidential d. encourage patient to make choices e. explain procedures to patient <p>17. Pass the Patient/Resident Rights Assessment with a score of 80% or higher.</p>	
<p>E. INTERPERSONAL SKILLS & COMMUNICATION</p> <p>Introduce concepts and skills required for the Nurse Assistant to communicate effectively and interact appropriately with members of the healthcare team, patients, families, and guests.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and spelling related to communication and interpersonal skills. 2. Identify the five basic physiological and psychosocial needs of all humans, as described by Maslow's Hierarchy of Needs. 3. Discuss the nurse assistant's application of Maslow's Hierarchy of Needs to meet basic human needs. 4. Recognize and report patient or resident behaviors that reflect unmet human needs. 5. Describe the psychological impact of separation from family and friends. 6. Respond positively to patient or resident behavior suggesting unmet basic needs. 7. Define communication and therapeutic communication that promotes optimum wellness. 8. Interpret verbal and non verbal communication and appropriate responses. 9. Explain patient- and resident-centered goal-oriented communication. 10. Identify two routes of communication: <ol style="list-style-type: none"> a. Internal sense- what is seen, heard, touched b. External sense- what is spoken, written or gestured 11. Describe the key components involved in the communication process: <ol style="list-style-type: none"> a. Sender: The individual or entity that originates the message. b. Message: The content or information the 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.1, 2.2, 2.3, 2.4</p> <p>Technology: 4.1, 4.2, 4.3</p> <p>Problem Solving & Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.2, 7.7</p> <p>Ethics and Legal Responsibilities: 8.4</p> <p>Leadership and Teamwork: 9.2, 9.6</p> <p>Technical Knowledge & Skills: 10.1</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway:</p>

	<p>sender wants to convey.</p> <ul style="list-style-type: none"> c. Receiver: The individual or entity to whom the message is directed. d. Interpretation: The receiver's process of understanding and making sense of the message <p>12. Describe methods used in communication:</p> <ul style="list-style-type: none"> a. verbal b. non-verbal c. electronic d. specialized <p>13. Describe reasons for communication breakdown:</p> <ul style="list-style-type: none"> a. verbal factors b. non-verbal factors c. physiological and aging factors d. not listening e. emotional <p>14. Practice interpersonal and interprofessional communication (building rapport, managing conflict, and teamwork).</p> <p>15. Identify barriers to accurate and appropriate communication.</p> <p>16. Describe and demonstrate effective communication/interpersonal skills used with patients and residents, their families, and guests.</p> <p>17. Define and describe conflict and measures for conflict resolution.</p> <p>18. Discuss various conflict myths:</p> <ul style="list-style-type: none"> a. conflict is negative b. conflict is a contest c. the presence of conflict is a sign of poor management d. conflict left alone will take care of itself e. conflict must be resolved <p>19. Discuss touch as a form of communication, including:</p> <ul style="list-style-type: none"> a. cultural beliefs regarding touch b. observing body language c. touching and personal space <p>20. Define and describe excessive use of defense mechanisms indicative of impaired mental health.</p> <p>21. Identify and discuss common psychological defense mechanisms and possible solutions:</p> <ul style="list-style-type: none"> a. denial 	<p>B5.1, B5.2, B5.3, B5.6 B6.2, B6.4, B6.6, B13.1</p>
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<p>(3 hours- theory)</p>	<ul style="list-style-type: none"> b. projection c. anger d. rationalization e. regression f. displacement g. conversion h. repression i. sublimation j. substitution/compensation k. identification <p>22. Describe the role of the Nurse Assistant with family interaction regarding:</p> <ul style="list-style-type: none"> a. general principles when communicating with families of patients or residents b. providing information about a facility c. encouraging families to provide information about patient or resident preferences <p>23. Illustrate how stress may contribute to ineffective communication.</p> <p>24. Assess comprehension, hearing, and vision difficulties that impede communication.</p> <p>25. Describe language as a factor influencing communication.</p> <p>26. Describe social and cultural factors influencing communication and attitudes toward illness and healthcare, including:</p> <ul style="list-style-type: none"> a. culture (shared, learned customs, beliefs and values of a group of people) b. physical and psycho-social reactions to illness and disability (includes attitudes, beliefs, religion, values, likes and dislikes, ritual) <p>27. Demonstrate effective communication between members of a healthcare team:</p> <ul style="list-style-type: none"> a. verbal, non-verbal, written, electronic <p>28. Demonstrate legal aspects of communication</p> <p>29. Explain rules for effective communication:</p> <ul style="list-style-type: none"> a. identify self by name and title b. provide brief, organized, appropriate, and focused verbal reports <p>30. Pass the Interpersonal Skills Assessment with a score of 80% or higher.</p>	
<p>F. PREVENTION AND MANAGEMENT OF</p>	<p>1. Identify key terminology related to Prevention and Management of Catastrophe and Unusual</p>	<p>Career Ready Practice:</p>

<p>CATASTROPHE AND UNUSUAL OCCURRENCES</p> <p>Introduce the concepts and procedures related to patient/resident safety, including managing environmental emergencies, and emphasizing the Nurse Assistant's role in maintaining a safe environment.</p> <p>(2 hours-theory) (1 hour-clinical hour)</p>	<p>Occurrences</p> <ol style="list-style-type: none"> 2. Explain the role and responsibility of the Nurse Assistant in emergency, disaster, and fire situations. 3. Describe ways the Nurse Assistant can help patients and/or residents, families, and visitors remain calm in an emergency situation. 4. Describe common emergency codes used in facilities. 5. Describe general rules for providing a safe environment for the Nurse Assistant. 6. Simulate proper procedures for emergencies, disasters, and fire. 7. Participate in interactive teamwork to solve problems during emergencies. 8. Explain the importance of ethical behaviors and actions that positively influence others. 9. Follow health and safety practices to maintain a safe working environment. 10. Demonstrate safety procedures when using a fire extinguisher. 11. Describe general rules for providing a safe environment for the patients and residents. 12. Identify and describe two of the top safety issues for patients and residents and interventions to prevent such issues. 13. Describe major causes of fire and list general fire prevention rules. 14. List the safety rules to be followed when providing patients or residents receiving oxygen therapy. 15. Describe postural supports, protective devices, and restraints and their purposes. 16. Describe the safe application of postural supports and the implication for their use. 17. Explain the regulations regarding the nurse assistant's role in the use of postural supports. 18. Discuss alternatives to the use of devices. 19. Discuss the legal and psychological implications of the use of postural supports. 20. Discuss an overview of bioterrorism. 21. Pass the Prevention and Management Catastrophe and Unusual Occurrence Assessment with a score of 80% or higher. 	<p>1, 2, 5, 6, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3</p> <p>Problem Solving and Critical Thinking 5.1, 5.2, 5.3, 5.4, 5.6</p> <p>Health and Safety: 6.2, 6.3, 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.4</p> <p>Leadership and Teamwork: 9.7</p> <p>Technical Knowledge & Skills: 10.1</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B5.2, B5.4, B5.5, B5.6, B8.3, B8.5</p>
<p>G. BODY MECHANICS</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Body Mechanics. 	<p>Career Ready Practice:</p>

<p>Introduce the principles of body mechanics for efficiently and safely performing tasks as a CNA, focusing on proper positioning and transporting of patients/residents during care.</p>	<ol style="list-style-type: none"> 2. Explain the purpose and basic rules of proper body mechanics. 3. List a minimum of four major systems in the body. 4. List the major organs contained in each body system. 5. Locate and name the major bones in each skeletal division. 6. List functions of the skeletal system. 7. Identify three major types of joints, and list an example of each. 8. Locate and name the major muscles of the body. 9. List functions of the muscular system. 10. Identify two strong muscle groups used in body mechanics. 11. Identify comfort and safety measures used to lift, turn, move, and position patients/residents in bed. 12. Describe positioning the mobile and immobile patients. 13. Describe positioning aids to maintain proper body alignment. 14. Demonstrate turning and positioning patients: <ol style="list-style-type: none"> a. supine b. side-lying c. use of lift sheet 15. List, describe, and demonstrate body positions for bedridden patients and residents. 16. Explain the general use of gait belt and assisting patients up to head of bed with two assistants. 17. Describe transfer techniques utilizing body mechanics and safety measures for nurse assistants and patients. 18. Demonstrate patient and resident transfers: <ol style="list-style-type: none"> a. from bed to chair or wheelchair b. from chair or wheelchair to bed c. from bed to gurney 19. Demonstrate appropriate use of assistive equipment used to transfer patients/residents. 20. Demonstrate use of mechanical lift, trapeze, slide board, and gait belt. 21. Describe ambulation techniques. 22. Describe and demonstrate appropriate body mechanics used to ambulate a patient/resident. 23. Describe safety measures utilized for the ambulating patient. 24. Describe and demonstrate proper use of body 	<p>1, 2, 5, 6, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Health and Safety: 6.4, 6.5, 6.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B2.1, B2.4, B5.1, B5.3, B5.4, B8.2, B8.1, B8.3, B8.3, B9.3</p>
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<p>(3 hours- theory) (4 hours- clinical)</p>	<p>mechanics and positioning techniques.</p> <p>25. Demonstrate patient mobility and transfer techniques:</p> <ol style="list-style-type: none"> a. to prevent injury b. for ergonomics modifications c. while transferring patients d. when using assistive devices <p>26. Pass the Body Mechanics Assessment with a score of 80% or higher.</p>	
<p>H. MEDICAL AND SURGICAL ASEPSIS</p> <p>Present essential information on asepsis and infection control, procedures and precautions to protect patients, healthcare workers, and others from infection, and ways to maintain a safe, healthful work environment.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to related to Medical and Surgical Asepsis 2. Discuss nursing assistants' vital role in preventing healthcare associated infections to include: <ol style="list-style-type: none"> a. hand hygiene b. proper use of PPE c. environmental cleaning d. adherence to infection control protocols 3. Name four infectious agents (micro-organisms) and (bacteria, virus, fungi, and protozoa)the diseases they cause. 4. Discuss two antibiotic resistant bacteria. 5. State five conditions necessary for infectious agents to grow. 6. Identify the six parts of the chain of infection. 7. List four lines of defense in the body against infection. 8. Describe the signs and symptoms of infection. 9. Explain basic principles of asepsis. 10. Differentiate between medical and surgical asepsis: <ol style="list-style-type: none"> a. medical asepsis/clean techniques b. surgical asepsis/sterile technique 11. Identify the roles of the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) in the prevention of infection. 12. Explain the importance of completing a Safety Data Sheet report 13. Explain universal precautions (Standard Precautions). 14. Demonstrate standard precaution procedures: <ol style="list-style-type: none"> a. proper hand washing b. proper handling of linen 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4, 5.6</p> <p>Health and Safety: 6.1, 6.2, 6.6, 6.7, 6.8</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.7</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B1.2, B2.3, B2.4, B5.1, B5.2, B5.3, B5.5, B5.6, B7.2, B9.1, B9.2, B9.6, B10.1,B10.2, B10.3, B10.4, B10.5, B10.6, B10.7, B11.4</p>

<p>(3 Hours- theory) (8 Hours- clinical)</p>	<ol style="list-style-type: none"> 15. Discuss contamination and methods to prevent contamination. 16. Discuss environmental controls. 17. Describe and demonstrate proper use of standard precautions, including: <ol style="list-style-type: none"> a. gloving b. gowning c. applying a mask 18. Demonstrate procedures for donning and removing PPE worn in the isolation unit. 19. Define transmission-based precautions. 20. Demonstrate maintaining a safe and healthful work environment by: <ol style="list-style-type: none"> a. disposing of medical waste and soiled linen b. double bagging 21. Identify and demonstrate safe, proper ecological practices and procedures for waste disposal. 22. Interpret guidelines by the CDC indicating specific precautions and barriers (i.e., airborne, droplet, contact precautions, and isolation.) 23. Identify the psychological effects of standard precaution and transmission-based precautions on patients and residents. 24. Explore methods of assisting patients and residents in isolation to meet basic needs as defined by Maslow. 25. Pass the Medical and Surgical Asepsis Assessment with a score of 80% or higher. 	
<p>I. WEIGHTS AND MEASURES</p> <p>Introduce measuring system for weight, length, and volume used by nursing assistants in the clinical settings.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Weights and Measures. 2. Identify units of measurement for width, length, and volume: <ol style="list-style-type: none"> a. U.S. Customary weights and measurements (household) b. International weights and measurements (metric) 3. Identify and understand the metric system. 4. Identify and describe equipment commonly used by the Nurse Assistant for measuring weight, length, height, and liquid volume 5. Convert common measurements between the household and metric systems (weight, length, volume). 	<p>Career Ready Practice: 1, 2, 5, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.5, 5.6</p> <p>Technical Knowledge and Skills: 10.1</p>

<p>(1 hour -theory) (1 hour- clinical)</p>	<ol style="list-style-type: none"> 6. Explain and demonstrate procedures for measuring and recording weight, height, and volume using the metric and household systems. 7. Indicate general guidelines when measuring volume, length and weight. 8. Convert between standard time and military time (24 hour clock). 9. Describe methods used to measure intake and output (I & O). 10. Describe recording methods for I & O. 11. Demonstrate measuring and recording intake and output: <ol style="list-style-type: none"> a. Measure oral intake b. Measure urinary output c. Use of military time in documentation 12. Describe various types of scales. 13. List requirements for obtaining an accurate weight and height. 14. Describe recording weight and height measurements on the patient record. 15. Pass the Weight and Measures Assessment with a score of 80% or higher. 	<p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B3.1, B3.2, B3.3, B5.1, B5.2, B5.6, B7.1, B9.3</p>
<p>J. PATIENT CARE SKILLS</p> <p>Discuss, describe, and demonstrate the skills needed to assist patients and residents with personal hygiene, activities of daily living, and elimination, including the use of prosthetic devices, bowel and bladder retraining, and measuring patients' and residents' weight and height.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Patient Care Skills. 2. Discuss ethical conduct and cultural competency: <ol style="list-style-type: none"> a. respect cultural diversity among patients b. communicate effectively across cultural boundaries without bias c. address cultural preferences and beliefs in care delivery 3. Discuss adapting care approaches accordingly to provide culturally competent, ethical, and inclusive care. 4. Explain Activities of Daily Living (ADLs) are critical for quality of life and independence of patients. 5. Recognize how proper assistance with ADLs promotes physical health, emotional well-being, and social interaction, independence, and dignity. 6. Identify the benefits of bathing and the five areas of the body that require bathing daily. 7. Describe and demonstrate procedure for bathing patients and residents and safety guidelines and practices: <ol style="list-style-type: none"> a. medicinal baths b. bed bath partial bath 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving & Critical Thinking: 5.2, 5.4, 5.5</p> <p>Health and Safety: 6.2, 6.5</p> <p>Responsibility and Flexibility: 7.2, 7.7</p> <p>Ethics and Legal</p>

	<ul style="list-style-type: none"> c. tub bath d. shower e. back rub <ol style="list-style-type: none"> 8. Analyze policies and safety procedures, and reportable observations while bathing patients/residents. 9. List purposes, schedule, and special circumstances for oral hygiene, (i.e., unconscious, NG tube, etc.) 10. Describe and demonstrate assisting with oral hygiene using standard precautions for: <ul style="list-style-type: none"> a. patient/resident needing assistance b. unconscious patient c. denture care 11. Identify the Nurse Assistant role and responsibility for patient and resident hair and nail care. 12. Describe hand and fingernail care. 13. Demonstrate procedures for nail care: <ul style="list-style-type: none"> a. performing nail care to prevent infection, injury and odors according to guideline b. responding to injury c. reporting observations as required 14. Describe and demonstrate procedures for hair care: <ul style="list-style-type: none"> a. combing patient's hair b. shampooing bedridden resident c. shampooing with shower/tub bath d. using medicinal shampoo 15. Lists ways to maintain healthy skin and identify at risk patients for decubitus ulcers. 16. Identify the body sites where a decubitus ulcer may form. 17. List preventative measures and treatment for decubitus ulcers. 18. Describe general guidelines for selecting and caring for patient's clothing. 19. Discuss rationale for use of street clothes and guidelines for dressing or undressing a patient or resident. 20. Explain policies and guidelines for dressing/undressing patients. 21. Demonstrate dressing/undressing the patients and residents following proper guidelines. <ul style="list-style-type: none"> a. dress and undress patient b. change clothes of patient with IV 22. Describe the usual frequency pattern for 	<p>Responsibilities: 8.3</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B1.1, B1.2, B2.1, B2.3, B2.4 B3.1, B4.3, B5.1, B5.2, B5.5, B5.6, B6.2, B6.3, B6.4, B7.1, B7.2, B7.4, B8.5, B9.2, B3.9, B10.2</p>
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<p>(15 hours-theory)</p>	<p>urination.</p> <p>23. List the observations to be made about urine.</p> <p>24. Describe urinary incontinence and the need for immediate care.</p> <p>25. Describe the purpose and general rules of care for urinary catheters.</p> <p>26. Describe and demonstrate methods for bowel and bladder retraining.</p> <p>27. Discuss and demonstrate procedures of urinary and bowel elimination needs and bowel retraining.</p> <p>28. Assist with urination using the following:</p> <ul style="list-style-type: none"> a. urinal b. bedpan c. toilet or bedside commode <p>29. Discuss and demonstrate perineal care.</p> <p>30. Describe the normal pattern of bowel movements and reportable observations.</p> <p>31. Describe and demonstrate documenting urine and stool elimination on the patient records.</p> <p>32. Define ostomy surgery and explain its purpose.</p> <p>33. Explain and demonstrate the proper care of patients with an ostomy.</p> <p>34. Describe and demonstrate procedures for weighing and measuring height of a patient or resident:</p> <ul style="list-style-type: none"> a. measuring height of patient in bed b. weighing patient in bed c. measuring and weighing patient using upright scale <p>35. Describe common prosthetic devices and their care (artificial limbs, hearing aids, contact lenses, eye glasses and dentures).</p> <p>36. State the use, precautions, and demonstration for slings, splints, and braces.</p> <p>37. Describe the care of prosthetic devices.</p> <p>38. Demonstrate assisting patients with common prosthetic devices.</p> <p>39. Explain the purpose of a hearing aid and the procedures for maintenance and care of the hearing aid.</p> <p>40. Demonstrate applying and removing behind-the-ear hearing aid.</p> <p>41. Explain and demonstrate care, storage, placement, removal, and batteries for “behind the ear” hearing aids.</p>	
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<p>(40 hours- clinical)</p>	<p>42. Pass the Patient Care Skills Assessment with a score of 80% or higher.</p>	
<p>K. PATIENT CARE PROCEDURES</p> <p>Provide learning experiences that will prepare the Nurse Assistant to safely carry out procedures that support patients and residents in meeting physical care needs that cannot be performed independently.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Patient Care Procedures. 2. Describe the Nurse Assistant's role and responsibility in collecting specimens. 3. Explain and demonstrate collection and identification of specimens: <ol style="list-style-type: none"> a. sputum b. urine: clean catch c. stool 4. Discuss procedures for bed making and maintaining proper body mechanics. 5. Describe types of beds and bed positions. 6. Model personal safety when lifting, bending, or moving patients or equipment 7. Discuss ways to maintain comfort and cleanliness in the patient's or resident's environment. 8. Identify ways to modify the patient's surroundings to ensure safety and accessibility. 9. Explain the purpose of using cleansing enemas and laxative suppositories. 10. Describe the Nurse Assistant's role in giving an enema and laxative suppository. 11. Explain and demonstrate procedures for bowel care: <ol style="list-style-type: none"> a. administering a commercially prepared cleansing enema b. administering cleansing enemas- tap water, soap suds c. administering laxative suppository 12. List the types and uses of gastrointestinal (GI) tubes. 13. Describe major nursing care activities for patients and residents with feeding tubes (nasogastric or gastrostomy). 14. Describe nursing care activities for a patient or resident with tubing. 15. Demonstrate nursing care for a patient or resident with tubing: <ol style="list-style-type: none"> a. oxygen b. intravenous (I.V.) therapy c. gastrostomy d. nasogastric e. urinary catheter 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.2, 5.4</p> <p>Health and Safety: 6.2, 6.4, 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B1.2, B2.1, B3.1, B5.2, B5.3, B5.6, B6.2, B7.4, B8.2, B8.3, B8.4 B10.2,</p>

<p>(10 hours-theory) (20 hours-clinical)</p>	<ol style="list-style-type: none"> 16. Describe nursing care activities for a patient or resident receiving intravenous (I.V.) therapy. 17. Describe the Nursing Assistant role in assisting the patient or resident to maintain fluid balance. 18. Describe the purpose and procedure for measuring the amount of fluid taken in and fluids excreted by the patient or resident. 19. Demonstrate procedures of fluid intake and output: <ol style="list-style-type: none"> a. assisting the patient or resident to maintain fluid balance. b. procedures for measuring the amount of fluid taken in and fluids excreted by the patient or resident c. empty urinary bag 20. Demonstrate bed care procedures: <ol style="list-style-type: none"> a. bed-making and maintaining proper body mechanics. b. making an occupied and unoccupied bed 21. Discuss the Nursing Assistant's role in the use of bandages, binders and dressings. 22. Describe and demonstrate the procedures for patient wound care, bandages, and dressings: <ol style="list-style-type: none"> a. applying non-sterile dressing b. applying topical non-prescription ointment 23. Describe and demonstrate the use and method of applying anti-embolic hose/elastic stockings. 24. Understand the care of a patient's or resident's skin conditions and the use of nonprescription ointments, lotions, or powders. 25. Explain the admission of a patient/resident to the facility. 26. Explain transferring a patient/resident from one area to another within the facility. 27. Explain the role of the nurse assistant in the discharge of a patient/resident. 28. Describe the role of the nursing assistant in the discharge procedure. 29. Participate in an admission, transfer, and discharge procedure. 30. Pass the Patient Care Procedures Assessment with a score of 80% or higher. 	
<p>L. VITAL SIGNS</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Vital Signs. 	<p>Career Ready Practice:</p>

<p>Prepare students to understand the purpose, timing, and methods for taking vital signs, as well as how to recognize, report, and chart both normal and abnormal findings.</p>	<ol style="list-style-type: none"> 2. Describe what vital signs are, their purpose, and observations made while performing the procedures. 3. Interpret policies and procedures for a safe and healthful work environment: <ol style="list-style-type: none"> a. practicing hand hygiene before and after each patient encounter. b. confirming the patient’s identity. c. preparing equipment before and after use according to facility protocols. d. following standard precautions including the use of PPE as required. 4. Introduce common medical devices and equipment used in healthcare settings (digital thermometers, blood pressure and vital sign monitors, infusion pumps, and glucose meters. 5. Ensure the patient or resident is comfortable and explain each step of the procedure. 6. Maintain patient confidentiality and privacy at all times. 7. Discuss the use of temperature as an indicator of body function. <ol style="list-style-type: none"> a. temperature defined b. heat production c. heat loss d. heat conservation 8. Discuss and identify methods for temperature measurement: <ol style="list-style-type: none"> a. oral b. rectal c. tympanic d. axillary e. temporal 9. Identify the various types of thermometers. 10. List and describe respiration and factors affecting respiration. 11. Discuss and explain observations to be made when measuring respirations and breathing patterns. 12. Describe abnormalities and reporting and recording methods used for normal/abnormal rates. 13. State the process for taking temperature, pulse, and respiration (TPR) as a combined procedure. 14. Describe what happens in the circulatory system to produce blood pressure. 	<p>1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.2, 5.4, 5.5</p> <p>Health and Safety: 6.2, 6.3, 6.6</p> <p>Ethics and Legal Responsibilities: 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B1.2, B2.1, B2.3, B2.4, B3.1, B3.2, B4.3, B5.1, B5.2, B5.3, B5.6, B7.1, B7.2, B10.2,</p>
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<p>(3 hours-theory) (6 hours-clinical)</p>	<ol style="list-style-type: none"> 15. State nursing measures to raise and lower vital signs: <ol style="list-style-type: none"> a. temperature of the body b. respiration observation 16. List factors affecting vital signs and normal ranges: <ol style="list-style-type: none"> a. temperature b. pulse c. respiration d. blood pressure 17. Describe the circulatory system as it relates to pulse, and identify the pulse sites. 18. State the factors that increase or decrease blood pressure. 19. Name the parts of the blood pressure equipment. 20. Explain the procedure for taking a blood pressure reading. 21. Discuss observation and reporting of patient's/resident's pain. 22. Describe documenting vital sign measurements on the patient record. 23. Record vital signs on chart, graph, and Nursing Assistant notes. 24. Demonstrate measuring and recording temperature using mercury free and electronic devices for: <ol style="list-style-type: none"> a. oral b. axillary c. rectal 25. Measure and record pulse: radial and apical. 26. Measure and record respiration. 27. Measure and record blood pressure: manual (stethoscope, sphygmomanometer), and digital/ electronic) 28. Demonstrate counting respirations. 29. Practice measuring blood pressure in lying, sitting, and standing positions. 30. Practice proper communication strategies between nurse assistant and client during taking vital signs. 31. Pass the Vital Signs Assessment with a score of 80% or higher. 	
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<p>M. NUTRITION</p> <p>Explore the body's nutritional requirements and the impact of food, covering basic food groups, essential nutrients, common therapeutic diets, and methods for assisting patients/residents in meeting their nutrition and hydration needs.</p>	<ol style="list-style-type: none"> 1. Define the basic concepts of nutrition and its importance for overall health. 2. Explain how nutrition affects body functions, healing, and disease prevention. 3. Associate personal well-being and a healthy diet, regular exercise, and mental health activities <ol style="list-style-type: none"> a. stress management b. hygiene c. diet d. rest e. alcohol/drug use 4. Discuss the body's need for food, fluids, and proper nutrition. 5. List common nutrients and their food sources. 6. Explore and employ the USDA's MyPlate food guidance system. 7. Understand balanced meals and portion sizes. 8. Describe the vegan basic-four food groups. 9. Discuss the nutritional and fluid needs of the elderly. 10. Review special dietary needs for specific health conditions (diabetes, hypertension, etc.) 11. State the purpose of a therapeutic diet. 12. Describe therapeutic diets commonly ordered for patients/residents and the responsibilities of the Nurse Assistant. 13. Describe proper techniques for feeding patients/residents. 14. Discuss the importance of dignity and patient preferences during feeding. 15. Describe feeding techniques for the helpless or special needs patient. 16. Identify patients/residents who are at high risk for dysphagia and choking. 17. Explain ways to prevent choking. 18. Recognize cultural and religious influences on dietary practices. 19. Recognize and address malnutrition and dehydration, and prevention strategies. 20. Identify alternative ways to administer nutrition (i.e., tube feedings, intravenous infusion). 21. Demonstrate ways to administer nutrition: <ol style="list-style-type: none"> a. feed the patient who is unable to feed themselves b. assist patient who can feed self 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 8, 9, 10, 12</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Technology: 4.2</p> <p>Problem Solving and Critical Thinking: 5.2, 5.4, 5.5</p> <p>Health and Safety: 6.3, 6.6</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B2.1, B3.1, B5.2, B5.3, B5.6, B9.2, B9.5, B10.2</p>
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<p>(2 hours - theory) (6 hours- clinical)</p>	<ul style="list-style-type: none"> c. verify patient given correct diet tray d. use assistive devices such as orthopedic utensils, cups and other devices <p>22. Ensure food safety and proper storage.</p> <p>23. Pass the Nutrition Assessment with a score of 80% or higher.</p>	
<p>N. EMERGENCY PROCEDURES</p> <p>This unit introduces students to emergency procedures, recognizing signs and symptoms of distress, and the Nurse Assistant's role in providing immediate and temporary intervention in emergency situations.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Emergency Procedures. 2. Discuss the nurse's responsibility and accountability for promoting health and optimal care. 3. Adhere to infection control protocols, including hand hygiene, personal protective equipment (PPE) usage, and isolation precautions, to prevent the spread of infections in healthcare settings. 4. Identify and mitigate potential safety hazards in the patient environment to ensure patient and staff well-being. 5. Identify common signs and symptoms of conditions associated with patient or resident distress. <ul style="list-style-type: none"> a. myocardial infarction (MI, heart attack) b. cardiac arrest c. cerebrovascular accident (CVA, stroke) d. syncope, fainting episode e. seizures; convulsions or epilepsy f. insulin shock g. hemorrhaging, severe bleeding h. shock i. respiratory distress 6. Discuss preventing and responding to common signs or symptoms of conditions associated with patient/resident distress. 7. State immediate interventions in a medical emergency including advanced directives and general guidelines. 8. List the causes and signs of choking and discuss the use of abdominal thrusts for relief of an obstructed airway. 9. Describe signs of choking: <ul style="list-style-type: none"> a. respiratory difficulty b. high pitched sounds 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.5, 6.6</p> <p>Ethics and Responsibility: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.5</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B2.1, B2.3, B4.4, B5.1, B5.2, B5.3, B5.6, B6.2, B7.1, B12.3, B12.4,</p>

<p>(2 hours-theory) (1 hour- clinical)</p>	<ul style="list-style-type: none"> c. inability to speak or cough d. universal choking sign <ol style="list-style-type: none"> 10. Identify and explain common emergency codes used in long-term care facilities. 11. Describe and demonstrate application of the following emergency procedures: <ul style="list-style-type: none"> a. postural support as safety devices b. soft wrist/ankle restraints as safety devices c. Heimlich maneuver for conscious patients d. Heimlich maneuver for unconscious patients e. proper position of call light 12. Obtain American Heart Association Basic Life Support (BLS) CPR certification. 13. Demonstrate proper first aid for patient/resident. 14. Follow facility protocols for handling emergencies or abnormal findings. 15. Pass the Emergency Procedures Assessment with a score of 80% or higher. 	
<p>O. LONG-TERM CARE PATIENT/ RESIDENT</p> <p>Introduce students to the basic structure of the body, the effects of aging on bodily functions, common physical and psychological conditions in elderly patients, care approaches, and community resources available to support their psychological, recreational, and social needs.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Long-Term Care Patient/Resident. 2. Describe common basic human needs and interventions for the elderly patient or resident: environmental, psychological, social, recreational, and spiritual. 3. Review safe patient handling and mobility including proper use of assistive devices. 4. Describe the various community resources available to meet the needs of the elderly. 5. Explain the special needs of persons with developmental and mental disorders, including intellectual disability, cerebral palsy, epilepsy, Parkinson’s disease, etc.-(2 Hours) 6. Describe and explain the special needs of persons with Alzheimer’s disease and other related dementias. -(2 hours) 7. List symptoms of Alzheimer’s disease. 8. Describe nursing care of the patient with Alzheimer’s disease regarding diet, safety, and inappropriate behavior. 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>CTE Pathways: Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.4, 6.6</p> <p>Ethics and Legal Responsibilities: 8.3</p>

<p>(5 hours - theory) (4 hours- clinical)</p>	<ol style="list-style-type: none"> 9. Explain the causes and differences between delirium, depression, and dementia. 10. Describe differences between dementia and Alzheimer’s disease. 11. Review strategies for managing challenging behaviors and providing supportive care. 12. Describe the body’s basic organization and composition. 13. List the body systems, including an introduction to anatomy and physiology. (1 hr) 14. Analyze physical and behavioral needs and changes of patients and residents. 15. Discuss psychological, social, and recreational needs of patients and residents. 16. Describe common diseases and disorders including signs and symptoms. 17. Describe changes in body systems associated with aging. 18. Ensure diligent observation for changes and complications of immobility to maintain the elderly patient’s or resident’s health. 19. Practice recording vital signs, changes in condition, and care provided accurately. 20. Understand the nurse assistant’s role in preventing the physical and mental decline in functioning that can occur from immobility 21. Demonstrate use of dementia-related communication skills including listening and speaking strategies. 22. Demonstrate identifying your name and properly communicating the purpose of your interaction with patients. 23. Demonstrate making eye contact at the patient’s or resident’s eye level. 24. Practice the use of a continuum of verbal and other non-physical techniques such as a redirect for combative patients. 25. Pass the Long-Term Patient/Resident Assessment with a score of 80% or higher. 	<p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Applications: 11.1</p> <p>CTE Pathways: B2.1, B2.4, B4.3, B5.1, B5.2, B5.3, B5.6, B7.3, B7.4, B8.1, B8.2, B8.3, B13.1</p>
<p>P. REHABILITATIVE/ RESTORATIVE NURSING</p> <p>The purpose of this</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology and practices related to Rehabilitative Nursing. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 9, 10</p>

<p>unit is to introduce the Nurse Assistant to restorative care and the nurse assistant's role in assisting the patient in achieving maximum independent living skills through the use of rehabilitative procedures.</p> <p>(2 hours-theory) (4 hours-clinical)</p>	<ol style="list-style-type: none"> 2. Discuss rehabilitation (restorative care) and how it promotes independence and patient and resident potential. 3. Describe the rehabilitation team and state its purpose and responsibilities. 4. Understand the characteristics and benefits of teamwork and the role of the Nurse Assistant as a member of the team. 5. List the responsibilities of the Nurse Assistant in promoting patient and resident self-care. 6. List and review the various ADLs: <ol style="list-style-type: none"> a. personal hygiene b. grooming c. dressing d. eating e. elimination- bowel and bladder f. mobility/ambulation g. self-turning and positioning 7. List common comfort and adaptive devices and equipment and explain the purposes of each. 8. Identify steps to prevent complications of inactivity. 9. Identify safe procedures and devices used to promote mobility and ambulation for patients/residents with physical and/or visual impairment. 10. Describe range-of-motion exercises (ROM). 11. Discuss the relationship between the patient's or resident's self-esteem and family interactions in care. 12. Discuss the process of documentation and the Nurse Assistant role in the care plan meeting. 13. Demonstrate safe and proper assistance with range of motion exercises 14. Demonstrate safe and proper assistance with ambulation of patients using gait belts. 15. Demonstrate safe and proper assistance of patients to ambulate with walker and cane. 16. Demonstrate safe and proper use of rehabilitative devices. 17. Pass the rehabilitative assessment with a score of 80% or higher. 	<p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7, 2.8</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Leadership and Teamwork: 9.1, 9.3</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Applications: 11.1</p> <p>CTE Pathways: B2.1, B2.4, B4.3, B5.1, B5.2, B5.3, B5.6, B7.3, B7.4, B8.1, B8.2, B8.3</p>
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<p>Q. OBSERVATION AND CHARTING</p> <p>The purpose of this unit is to prepare students to know how, when, and why to use objective and subjective observation skills, and how to accurately report and record observations using medical terms and abbreviations.</p>	<ol style="list-style-type: none"> 1. Define and demonstrate spelling and pronunciation of key terminology related to Observation and Charting. 2. Recognize major word parts and elements of medical terminology used in medical terms. 3. Identify abbreviations commonly used in medical facilities. 4. Define observation and list the senses used to observe a patient or resident. 5. List and discuss observations skills: <ol style="list-style-type: none"> a. recognizing normal and abnormal signs and symptoms b. monitoring patient conditions c. behavioral observation d. environmental observation 6. Recognize normal and abnormal signs and symptoms: <ol style="list-style-type: none"> a. changes in skin color b. breathing patterns c. level of consciousness d. signs of pain, discomfort, distress 7. Explain the nurse assistant’s responsibility in collection of data by observing the patient and from patient statements. 8. List and discuss charting skills: <ol style="list-style-type: none"> a. accurate documentation b. objective and subjective reporting c. legal and ethical documentation d. using Electronic Health Records (EHR) e. communication through charting f. reporting changes 9. Describe the Patient Care Plan. 10. Describe charting documents and the uses for each including Patient Care Plan and Patient Care Documentation 11. Discuss and describe the legal issues and responsibilities of charting. 12. Discuss the ABCs of observation (appearance, behavior, communication) 13. Describe objective and subjective observations. 14. Explain how to accurately complete the Activities of Daily Living (ADL) assessments for Minimum Data Sheet (MDS). 15. Demonstrate reporting clear and concise information for the healthcare team. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.4, 2.6, 2.7, 2.8</p> <p>Technology: 4.2</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.3, 7.4</p> <p>Ethics and Legal Responsibilities: 8.3, 8.7</p> <p>Leadership and Teamwork: 9.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Applications: 11.1</p> <p>CTE Pathways: B2.1, B4.3, B5.1, B5.2, B5.3, B5.4, B5.6, B6.2, B6.6, B7.1, B7.3, B7.4, B8.1, B8.2, B8.3, 12.4</p>
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<p>(4 hours-theory) (4 hours- clinical)</p>	<ol style="list-style-type: none"> 16. Ensure continuity of care through thorough documentation. 17. Demonstrate timely and correct documentation of vital signs and Activities of Daily Living. 18. Demonstrate documenting changes in patient bodily functions and behavior. 19. Explain objective and subjective charting of symptoms. 20. Participate in resident care planning 21. Pass the Observation and Charting Assessment with a score of 80% or higher. 	
<p>R. DEATH AND DYING</p> <p>Introduce death as a normal stage of life and discuss how the health care provider must recognize the physical, psychological, and spiritual needs of the patient/resident during this period to understand coping mechanisms and provide support.</p>	<ol style="list-style-type: none"> 1. Interpret and explain key terminology related to the Death and Dying process. 2. Differentiate between common signs of approaching death and biological death. 3. Recognize signs of approaching death (e.g., changes in vital signs, skin color, breathing). 4. Describe the five stages of grieving according to Dr. Kubler-Ross. 5. Understand that grief processes vary among individuals. 6. Discuss end-of-life care for dying patients, including: <ol style="list-style-type: none"> a. physical b. emotional c. cultural and spiritual needs d. providing comfort measures e. supporting families 7. Describe approaches to meet common emotional and spiritual needs of the terminally ill patients/residents and their families. 8. Identify care and comfort measures for the dying patient/resident. 9. Practice effectively communicating with patients and families. 10. Practice listening to patient and family concerns, fears, wishes, including validating feelings. 11. List the rights of the dying patient/resident. 12. Understand Advance Directives (e.g., living wills, DNR orders, and power of attorney). 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Responsibility and Flexibility: 7.3, 7.7</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathways: B2.1, B2.2, B2.3, B5.2, B5.6, B6.4,</p>

<p>(2 hours-theory)</p>	<ol style="list-style-type: none"> 13. Ensure patient privacy and confidentiality during end-of-life care including handling of sensitive information. 14. Identify the philosophy and goals of hospice and the Nurse Assistant's role when the patient/resident is cared for by a licensed hospice nurse. 15. Describe procedures and responsibilities for post-mortem care. 16. Pass the Death and Dying assessment with a score of 80% or higher. 	
<p>S. PATIENT/RESIDENT ABUSE</p> <p>This unit introduces the topic of patient/resident abuse and focuses on the nurse assistant's role in preventing, recognizing, and reporting instances of patient/resident abuse.</p>	<ol style="list-style-type: none"> 1. Define key abuse terminology related to Patient/Resident Abuse. 2. Explain the Nurse Assistant's role in preventing, recognizing, and reporting resident abuse. 3. Identify and discuss types of abuse, including signs and symptoms of each: <ol style="list-style-type: none"> a. physical b. emotional/psychological c. sexual d. financial e. neglect 4. Discuss issues related to elder abuse. 5. Describe the Nurse Assistant's role in reporting elder abuse and patients' and residents' rights violations. 6. Understand the ethical principles related to patient care (e.g., autonomy, beneficence, etc). 7. Explain legal obligations and protocols for reporting suspected abuse. 8. Understand the consequences of failing to report abuse. 9. Ensure documenting observations and suspicion accurately and objectively. 10. Maintain detailed records of incidents and communications. 11. Create a safe environment and promote a culture of safety and respect. 12. Identify and mitigate potential risk factors for abuse. 13. Communicate with residents in a respectful and supportive manner. 14. Develop empathy and active listening skills. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.3, 2.7</p> <p>Problem Solving and Critical Thinking: 5.2, 5.4</p> <p>Health and Safety: 6.2, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.7</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathways:</p>

(7 hours-theory)	15. Recognize the signs of caregiver stress and burnout and utilize 16. Pass Patient/Resident Abuse assessment with a score of 80% or higher.	B2.1, B2.2, B2.3,B4.4, B5.2, B5.6 B6.1, B6.2, B6.4, B7.2,
<p>T. INTRODUCTION TO HEALTHCARE TECHNOLOGY</p> <p>Explore essential healthcare technologies, from electronic health records to patient monitoring systems, and understand their vital role in modern Certified Nursing Assistant (CNA) practices.</p> <p>(2 hours)</p>	1. Define healthcare technology and its significance in modern healthcare delivery. 2. Introduce essential computer skills relevant to healthcare settings. 3. Explain file management. 4. Explain electronic health records (EHR) and how they are used to store and manage patient information. 5. Demonstrate how to access and navigate an EHR system, including locating patient charts, entering data, and retrieving information. 6. Discuss the importance of data privacy, confidentiality and security protocols related to electronic patient records. 7. Discuss digital communication tools (e.g. email, instant messaging, etc.) 8. Define telehealth services and how nursing assistants can support in patient virtual care. 9. Understand HIPAA regulations and patient confidentiality. 10. Discuss best practices for securing digital devices and data. 11. Understand the ethical implication of using technology in healthcare. 12. Pass Healthcare Technology Assessment with a score of 80% or higher.	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10, 11</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communication: 2.3, 2.3, 2.4, 2.5</p> <p>Technology 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4, 5.6</p> <p>Ethics and Legal Responsibilities: 8.4, 8.6, 8.7</p> <p>Technical Knowledge and skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathways: B1.1, B4.5, B5.2, B6.6</p>
<p>U. PROFESSIONALISM AND EMPLOYABILITY SKILLS</p> <p>Learn the core professionalism and employability skills, including effective communication,</p>	1. Define and discuss key professionalism skills needed to succeed in the healthcare industry: <ol style="list-style-type: none"> work ethic appearance and hygiene ethical practices professional boundaries legal responsibilities 2. Define and discuss essential employability skills needed to succeed in the healthcare industry:	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communication: 2.3, 2.3, 2.4, 2.5</p>

<p>ethical behavior, and teamwork, essential for success as a Certified Nursing Assistant (CNA).</p>	<ul style="list-style-type: none"> a. communication b. teamwork c. critical thinking/problem solving d. time management e. cultural competence f. customer service g. technical proficiency h. adaptability and flexibility i. empathy and compassion <ol style="list-style-type: none"> 3. Adapt to changing work environments, patient populations, and care demands with flexibility and resilience. 4. Demonstrate a positive attitude and a willingness to embrace new challenges and opportunities. 5. Describe and demonstrate a commitment to ethical decision-making in all aspects of patient care, prioritizing the well-being and rights of patients. 6. Demonstrate sensitivity to patient diversity, cultural backgrounds, beliefs, and preferences. 7. Foster an environment of respect, acceptance, and understanding for all patients 8. Identify strategies to manage stress effectively and seek support when needed. 9. Model self-care and well-being to sustain long-term success in the nursing assistant role. 10. Review certification and licensing requirements in the nursing pathway and professions. 11. Create/revise a professional resume and cover letter tailored to the nursing assistant role. 12. Discuss various methods for finding job opportunities (e.g., online job boards, networking, job fairs, and direct employer outreach. 13. Explain professional attire, body language, and etiquette during interviews. 14. Review common interview questions and techniques for crafting responses that demonstrate relevant skills and experiences. 15. Demonstrate interviewing skills through mock interviews for practical experience and feedback. 16. Discuss navigating workplace dynamics (e.g., collaborating with healthcare team members, conflict resolution, and understanding roles). 17. Research and list continuing education requirements for certification renewal. 	<p>Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.7</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathways: B5.1, B5.2, B5.4, B5.6, B6.2, B6.4, B9.1, B9.2, B12.3</p>
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(4 hours)	<ul style="list-style-type: none"> 18. Stay current with industry trends: <ul style="list-style-type: none"> a. follow publications, journals, and online resources b. participate in professional organizations and associations c. attend workshops, seminars, conferences 19. Explore advanced certifications, further education specializations and set career goals. 20. Submit a final resume cover letter, and pass a mock interview. 	
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