

# NURSING ASSISTANT

**INDUSTRY SECTOR:** Health Science & Medical Technology

**CALPADS PATHWAY:** Patient Care (Pathway Code 198)

**CALPADS COURSE TITLE:** Nursing Services

**CALPADS COURSE CODE:** 7922

<b>*HOURS:</b>	<b>Total</b>	<b>Classroom</b>	<b>Lab</b>	<b>Clinical</b>
	450	265 hours	47	138

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
CNA	31-1014.00	CRNA	31.1014.00
Nurse's Aide	31.1014.00	Health Aide	31.1011.00
Home Health Aide	21.1011.00		

**COURSE DESCRIPTION:** This program is open to both men and women who have a sincere interest in caring for the ill and convalescing. The class encompasses a two (2) semester period with students receiving both theory and clinical experience. Students study basic anatomy/physiology, human development, factors affecting health, basic nursing care, charting techniques and the role of the health care provider. In the clinical setting, students use skills in the care of patients in a convalescent or acute hospital under the direct supervision of the instructor.

Upon completion of this course, the student will obtain the theory and clinical skills necessary to pass the California Department of Public Health Nurse Assistant examination required for a California State CNA License. The student will be able to seek and find entry-level employment in the healthcare industry. Complete Nursing Assistant Training Program curriculum and additional supplemental materials will be used to assist the student in developing a sense of professionalism in their career choice.

### PREREQUISITES:

1. Proof of immunizations that are current
2. Basic English and Math proficiency
3. High school grade 12, and Adult
4. Within the first few weeks of the program, students will be required to:
  - A. Provide doctor's clearance of fitness for duty via physical exam
  - B. Provide hard copy of social security card (mandated by the State Department of Public Health)
  - C. Take and pass a T.B. test
  - D. Fingerprint clearance
  - E. Receive a flu shot

**DUAL ENROLLMENT:**

College Name	College Course Title
Bakersfield College	MEDS B69

**ARTICULATION:**

College Name	College Course Title
Bakersfield College	MEDS B69

**LEVEL:**        **Introductory**        **Concentrator**        **Capstone**

**CERTIFICATION:**

- Students who complete the course are eligible to take the State Department of Public Health Certified Nursing Assistant Competency Exam
- American Heart Association BLS First Aid/CPR Certification

**METHOD OF STUDENT EVALUATION:**

1. Students will complete Unit Tests, in preparation for the state board exam.
2. Worksheets and collaborative work can be used to informally assess student progress.
3. Skills Based Rubrics are used to assess student skill development at the end of a unit and/or at end of the course.

**METHOD OF INSTRUCTION:**

1. Whole group instruction (lecture, PowerPoint)
2. Audiovisual presentations (live and video demonstrations)
3. Cooperative learning
4. Discussions
5. Peer coaching
6. Skills lab practice
7. Clinical experience
8. Field trips (Developmental Disabilities Programs)
9. Guest speakers

**RECOMMENDED TEXTS:**

- Sorentino, Mosby's Textbook for Nursing Assistants, 6th Edition
- Sorentino, Mosby's Workbook for Nursing Assistants
- Handouts
- MedCom, The New Nursing Assistant Video Series

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

\*The hours listed are the minimum amount of hours out of 450 total hours.

I.	PROFESSIONALISM AND WORK ETHICS	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Identify good health and personal hygiene practices</li> <li>B. Describe how to look professional</li> <li>C. Explain how to get a job</li> <li>D. Explain child labor laws</li> <li>E. Describe ethical behavior on the job</li> <li>F. Describe the qualities and traits of a successful nursing assistant</li> <li>G. Explain how to manage stress</li> <li>H. Explain the aspects of harassment</li> <li>I. Explain how to resign from a job</li> <li>J. Identify the common reasons for losing a job</li> </ul>	17.5 HRS	L=0 HRS C=0 HRS	<p><b>CTE Anchor:</b> A3.2, A3.8; A6.8; A7.2, A7.7; A8.4, A8.7; A9.3, A9.4</p> <p><b>CTE Pathway:</b> B1.1; B6.2, B6.3, B6.6; B9.0, B9.2, B9.3, B9.4, B9.6; B12.0</p>
II.	INFECTION CONTROL	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Identify what microbes need to live and grow</li> <li>B. List the signs and symptoms of infection</li> <li>C. Explain the chain of infection</li> <li>D. Describe nosocomial infection and the persons at risk</li> <li>E. Describe the practices of medical asepsis</li> <li>F. Describe disinfection and sterilization methods</li> <li>G. Explain how to care for equipment and supplies</li> <li>H. Explain Standard and Transmission-Based Precautions and the Bloodborne Pathogen Standard</li> <li>I. Perform the procedure for PPE and hand washing</li> <li>J. Describe the signs and symptoms of communicable diseases and the care required</li> </ul>	11 HRS	L=1.5 HRS C=9.25 HRS	<p><b>CTE Anchor:</b> A4.0, A4.1, A4.4; A5.6; A6.0, A6.3, A6.6, A6.7, A6.8; A8.6; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0, B1.2, B1.4; B2.3; B5.0, B5.1, B5.2, B5.3, B5.6, B5.7; B9.1, B9.2; B10.0, B10.1, B10.2, B10.3, B10.4, B10.5, B10.6, B10.7; B11.0, B11.2, B11.4; B12.0</p>
III.	THE NURSING ASSISTANT AND THE LAW	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Define HIPAA</li> <li>B. Explain the purpose of care conferences</li> <li>C. Explain the history and current trends affecting nursing assistants</li> <li>D. Explain the laws that affect nursing assistants</li> <li>E. Explain what nursing assistants can do and their role limits</li> <li>F. Explain why you need a job description</li> <li>G. Describe the educational requirements for nursing assistants</li> <li>H. Describe the delegation process</li> <li>I. Explain how to accept or refuse a delegated task</li> <li>J. Explain how to prevent negligent acts</li> <li>K. Give examples of false imprisonment, defamation, assault, battery, and fraud</li> <li>L. Describe how to protect the resident's rights</li> </ul>	12.5 HRS	L=0 HRS C= 2 HRS	<p><b>CTE Anchor:</b> A5.6; A7.7; A8.0, A8.1, A8.2, A8.3, A8.4, A8.7; A11.0, A11.1, A11.2</p> <p><b>CTE Pathway:</b> B6.6; B12.0, B12.1, B12.2, B12.3, B12.4</p>

IV.	THE PATIENT'S LIVING SPACE	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Identify comfortable temperature ranges and those required by OBRA</li> <li>B. Describe how to protect the person from drafts</li> <li>C. List ways to prevent or reduce odors and noise</li> <li>D. Explain how lighting affects comfort</li> <li>E. Describe the basic bed positions</li> <li>F. Describe how to use furniture and equipment in the person's unit</li> <li>G. Describe how a bathroom is equipped</li> <li>H. Describe the OBRA requirements for resident rooms</li> <li>I. Describe open, closed, occupied, and surgical beds</li> <li>J. Handle linens following the rules of medical asepsis</li> <li>K. Perform bed making procedure</li> </ul>	8 HRS	L=2 HRS C=0 HRS	<p><b>CTE Anchor:</b> A5.6; A6.0, A6.2, A6.4, A6.5, A6.6, A6.8; A7.4; A8.2, A8.3, A8.4; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B8.0, B8.4, B8.5; B10.0, B10.2, B10.5, B10.6, B10.7; B12.3; B13.3, B13.5</p>
V.	UNDERSTANDING THE PERSON	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Identify the parts that make up the whole person</li> <li>B. Explain Abraham Maslow's theory of basic needs</li> <li>C. Explain how culture and religion influence health and illness</li> <li>D. Identify the emotional and social effects of illness</li> <li>E. Identify the elements needed to communicate. Describe how to use verbal and nonverbal communication</li> <li>F. Explain the methods and barriers to good communication</li> <li>G. Explain why family and visitors are important to the person</li> <li>H. Identify patient rights and responsibilities</li> </ul>	12.5 HRS	L=0 HRS C=0 HRS	<p><b>CTE Anchor:</b> A2.0, A2.1, A2.2, A2.3; A5.6; A9.5, A9.6</p> <p><b>CTE Pathway:</b> B4.1; B4.2, B4.3; B5.0; B6.0, B6.2, B6.3, B6.4, B6.6; B9.2, B9.4; B13.0, B13.1, B13.2, B13.3, B13.6</p>
VI.	CARE OF THE OLDER PERSON	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe the effects of retirement</li> <li>B. Identify the social changes common in older adulthood</li> <li>C. Describe the physical changes from aging and the care required</li> <li>D. Describe housing and community resources for older persons</li> <li>E. Describe resident rights</li> </ul>	12.5 HRS	L=0 HRS C=0 HRS	<p><b>CTE Anchor:</b> A2.5; A4.0; A5.6; A7.5; A8.6; A9.0</p> <p><b>CTE Pathway:</b> B2.2; B4.1, B4.2, B4.3; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5; B13.4</p>

VII.	SAFETY	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe accident risk factors</li> <li>B. Explain why you identify a person before giving care</li> <li>C. Explain how to accurately identify a person</li> <li>D. Describe the safety measures to prevent falls, burns, poisoning, and suffocation</li> <li>E. Explain how to prevent equipment accidents</li> <li>F. Explain how to handle hazardous substances</li> <li>G. Describe safety measures for fire prevention and oxygen use</li> <li>H. Explain what to do during a fire</li> <li>I. Give examples of natural and human-made disasters.</li> <li>J. Explain how to protect yourself from workplace violence.</li> <li>K. Perform the Heimlich maneuver</li> <li>L. Demonstrate fire extinguisher use</li> </ul>	13.5 HRS	L=1.5 HRS C=2 HRS	<p><b>CTE Anchor:</b> A5.0, A5.2, A5.4, A5.6; A6.0, A6.1, A6.2, A6.8; A8.1, A8.3, A8.5; A9.7</p> <p><b>CTE Pathway:</b> B4.1, B4.3, B4.4, B4.5; B6.1, B6.5; B7.0; B8.4, B8.5; B11.0, B11.0, B11.1, B11.2, B11.3, B11.4</p>
VIII.	PREVENTING FALLS	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Explain how to safely perform transfers</li> <li>B. Describe your role in risk management</li> <li>C. Explain the purpose and rules of body mechanics</li> <li>D. Demonstrate use of gait belt</li> <li>E. Explain how to help a falling person</li> <li>F. Perform basic transfer of patient</li> <li>G. Describe four walking aids</li> </ul>	8 HRS	L=1 HRS C=2 HRS	<p><b>CTE Anchor:</b> A6.3, A6.4, A6.5, A6.6; A9.7; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B4.0, B4.1, B4.4, B4.5; B6.1, B6.5; B7.1; B8.0, B8.2, B8.3, B8.5; B9.1</p>
IX.	BODY MECHANICS AND SAFELY HANDLING THE PATIENT	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Explain how ergonomics can prevent workplace accidents</li> <li>B. Identify the causes, signs, and symptoms of back injuries</li> <li>C. Identify comfort and safety measures for lifting, turning, and moving persons in bed</li> <li>D. Explain why body alignment and position changes are important</li> <li>E. Identify the comfort and safety measures for positioning a person</li> <li>F. Position persons in the basic bed positions and in a chair</li> </ul>	11 HRS	L=1.5 HRS CL=7 HRS	<p><b>CTE Anchor:</b> A6.0, A6.3, A6.4, A6.5; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B4.0, B4.3, B4.4, B4.5; B6.1, B6.5; B8.0, B8.1, B8.2; B9.0, B9.1</p>

X.	VITAL SIGNS	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Explain why vital signs are measured</li> <li>B. List the factors affecting vital signs</li> <li>C. Identify the normal ranges for each temperature site</li> <li>D. Know when to use each temperature site</li> <li>E. Identify the pulse sites</li> <li>F. Describe normal respirations</li> <li>G. Describe the factors affecting blood pressure</li> <li>H. Describe the practices that are followed when measuring blood pressure</li> <li>I. Know the normal vital signs for different age-groups</li> <li>J. Perform the procedures for measuring temperature, pulse, respirations, and blood pressure</li> <li>K. Properly document vital signs</li> </ul>	9 HRS	L=5 HRS CL=7.5 HRS	<p><b>CTE Anchor:</b> A6.3; A8.7; A10.1; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0, B1.2, B1.4; B2.4; B3.0, B3.1, B3.2, B3.3; B4.0, B4.4; B5.0, B5.2, B5.3; B6.0; B7.0, B7.1, B7.2, B7.3; B8.5; B13.5</p>
XI.	NUTRITION AND FLUIDS/NUTRITIONAL SUPPORT	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Explain the purpose and use of the Food Guide Pyramid</li> <li>B. Describe the functions and major sources of nutrients</li> <li>C. Explain how to use food labels</li> <li>D. Describe factors that affect eating and nutrition</li> <li>E. Describe the special diets and between-meal nourishments</li> <li>F. Identify the signs, symptoms, and precautions relating to regurgitation and aspiration</li> <li>G. Describe fluid requirements and the causes of dehydration</li> <li>H. Explain what to do when the person has special fluid orders</li> <li>I. Explain the purpose of intake and output records</li> <li>J. Identify what is counted as fluid intake</li> <li>K. Explain how to assist with food and fluid needs</li> <li>L. Explain how to assist with calorie counts</li> <li>M. Describe the purpose, methods, and comfort measures for enteral nutrition and IV therapy</li> <li>N. Perform the procedures described in this chapter</li> </ul>	11.5 HRS	L=1 HRS C=9 HRS	<p><b>CTE Anchor:</b> A5.5; A6.5; A10.2; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0, B1.2, B1.4; B2.4; B3.0, B3.1, B3.2, B3.3; B4.3, B4.4, B4.5; B6.1, B6.4; B8.2, B8.4</p>
XII.	PERSONAL CARE AND GROOMING	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Explain why grooming is important</li> <li>B. Identify the factors that affect hair care</li> <li>C. Explain how to care for matted and tangled hair</li> <li>D. Describe how to shampoo hair</li> <li>E. Describe the measures practiced when shaving a person</li> </ul>	8.5 HRS	L=1.5 HRS CL=29 HRS	<p><b>CTE Anchor:</b> A6.0, A6.3, A6.4, A6.6, A6.7; A7.2, A7.4; A9.6, A9.7; A10.1; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0; B4.0, B4.1, B4.3; B6.0,</p>

	F. Explain why nail and foot care are important G. Describe the rules for changing gowns and clothing H. Perform oral and denture care per care plan I. Explain why personal hygiene is important J. Describe the care given before and after breakfast, after lunch, and in the evening K. Describe the rules for bathing L. Identify safety measures for tub baths and showers M. Explain the purposes of a back massage N. Explain the purposes of perianal care O. Identify the observations to make while assisting with hygiene			B6.1, B6.2, B6.3, B6.4, B6.5; B7.4; B9.0; B10.2
--	--	--	--	--

XIII.	EXERCISE AND ACTIVITY	CR	LAB/ CC	STANDARDS
	A. Describe bed rest B. Explain how to prevent the complications of bed rest C. Describe the devices used to support and maintain body alignment D. Explain the purpose of a trapeze E. Describe range-of-motion exercises F. Perform passive range of motion Explain why grooming is important	6.5 HRS	L=1 HRS CL=5 HRS	<b>CTE Anchor:</b> A2.5; A6.3, A6.5; A7.0, A7.3; A9.3; A10.4; A11.0, A11.1 <b>CTE Pathway:</b> B.1.0; B2.0, B2.1; B3.1, B3.3; B4.1, B4.2, B4.3; B6.1, B6.5; B8.5; B9.1, B9.5
XIV.	CPR	CR	LAB/ CC	STANDARDS
	A. Describe the general rules of emergency care B. Identify the signs of cardiac arrest and obstructed airway C. Perform basic life support (CPR) D. Demonstrate use of AED Explain why grooming is important	6.25 HRS	L=6.25 HRS CL=0 HRS	<b>CTE Anchor:</b> A6.0, A6.3; A8.1; A10.0, A10.2, A10.4, A10.5; A11.2 <b>CTE Pathway:</b> B2.0, B2.1, B2.3; B5.0, B5.2; B7.0, B7.3; B9.4
XV.	HEARING AND VISION	CR	LAB/ CC	STANDARDS
	A. Describe the effects of hearing loss and vision loss B. Describe how to communicate with the hearing-impaired person C. Explain how to communicate with the speech-impaired person D. Explain the purpose of a hearing aid E. Describe how to care for a hearing aid F. Explain the differences between glaucoma and cataracts G. Describe how to protect an artificial eye from loss or damage	7.5 HRS	L=0 HRS CL=5 HRS	<b>CTE Anchor:</b> A5.2; A9.7; A11.0, A11.1 <b>CTE Pathway:</b> B1.5; B2.0, B2.3; B4.0, B4.1, B4.2, B4.3; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5; B9.3, B9.6

XVI.	BODY STRUCTURE AND FUNCTION	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Identify the basic structures of the cell</li> <li>B. Explain how cells divide</li> <li>C. Describe four types of tissue</li> <li>D. Identify the structures of each body system</li> <li>E. Describe the functions of each body system</li> <li>F. Explain how to care for persons in casts, in traction, and with hip pinnings</li> <li>G. Describe the care required for osteoporosis</li> <li>H. Describe the effects of amputation</li> <li>I. Describe signs and symptoms of stroke and the care required</li> <li>J. Describe the care needs of persons with Parkinson's disease and multiple sclerosis</li> <li>K. Identify the causes of head and spinal cord injuries and the care required</li> <li>L. Describe common respiratory disorders and the care required</li> <li>M. Identify the signs, symptoms, and treatment of hypertension</li> <li>N. List the risk factors for coronary artery disease</li> <li>O. Describe the care required by persons with heart disease</li> <li>P. Describe the care required by persons with urinary system disorders</li> <li>Q. Identify the signs, symptoms, and complications of diabetes</li> <li>R. Explain the care required by persons with digestive problems</li> <li>S. Explain why grooming is important</li> </ul>	20 HRS	L=0 HRS CL=20 HRS	<p><b>CTE Anchor:</b> A2.5; A5.6; A7.5; A9.0, A9.2, A10.1, A10.3</p> <p><b>CTE Pathway:</b> B2.0, B2.1, B2.2, B2.3; B3.2; B4.0, B4.2, B4.4; B5.0, B5.1, B5.5, B5.7, B5.6; B9.3</p>
XVII.	BOWEL AND BLADDER ELIMINATION	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe normal urine</li> <li>B. Describe the rules for normal urination</li> <li>C. Describe urinary incontinence and the care required</li> <li>D. Explain why catheters are used</li> <li>E. Explain how to care for persons with catheters</li> <li>F. Describe straight, indwelling, and condom catheters</li> <li>G. Describe two methods of bladder training</li> <li>H. Describe normal defecation</li> <li>I. List the observations to make about defecation</li> <li>J. Identify the factors that affect bowel elimination</li> <li>K. Describe common bowel elimination problems</li> <li>L. Explain how to promote comfort and safety during defecation</li> <li>M. Describe bowel training</li> <li>N. Explain why enemas are given</li> <li>O. Describe the common enema solutions</li> </ul>	11.5 HRS	L=1 HRS CL=10 HRS	<p><b>CTE Anchor:</b> A5.5; A7.2; A10.0, A10.1; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B2.1, B2.3; B3.0, B3.1, B3.2, B3.3; B4.1, B4.4; B5.0; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.5; B7.0; B8.2, B8.5; B10.5</p>



	P. Describe the rules for giving enemas Q. Describe how to care for a person with an ostomy			
<b>XVIII.</b>	<b>OXYGEN THERAPY</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	A. Describe the factors affecting oxygen needs B. Identify the signs and symptoms of hypoxia and altered respiratory function C. Explain the measures that promote oxygenation D. Describe the oxygen devices E. Explain how to safely assist with oxygen therapy F. Explain how to assist in the care of persons with artificial airways G. Describe the safety measures for suctioning Explain how to assist in the care of persons on mechanical ventilation H. Explain how to assist in the care of persons with chest tubes	6.5 HRS	L=1 HRS CL=10 HRS	<b>CTE Anchor:</b> A6.4; A6.6, A6.8; A8.2, A8.5, A11.0, A11.1  <b>CTE Pathway:</b> B1.3; B2.3; B3.3; B4.1, B4.3; B6.1, B6.5; B7.0; B8.2, B8.5; B13.5
<b>XIX.</b>	<b>CONFUSION AND DEMENTIA</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	A. Describe confusion and its causes B. List the measures that help confused persons C. Explain the difference between delirium, depression, and dementia D. Describe Alzheimer's disease (AD) E. Describe the signs, symptoms, and behaviors of AD F. Explain the care required by persons with AD and other dementias G. Describe the effects of AD on the family	6.25 HRS	L=0 HRS CL=10 HRS	<b>CTE Anchor:</b> A8.1, A8.3; A9.3; A10.4  <b>CTE Pathway:</b> B1.0, B1.2, B1.3, B1.4, B1.5; B2.3; B4.0, B4.3; B5.0; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6; B7.0, B7.1, B7.2, B7.3, B7.4
<b>XX.</b>	<b>MENTAL HEALTH</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	A. Explain the difference between mental health and mental illness B. List the causes of mental illness C. Explain how personality develops D. Describe three anxiety disorders E. Explain the defense mechanisms used to relieve anxiety F. Describe common phobias G. Explain schizophrenia H. Describe bipolar disorder and depression I. Describe three personality disorders J. Describe substance abuse K. Explain two types of eating disorders L. Describe the care required by persons with mental health disorders	6.25 HRS	L=0 HRS CL=0 HRS	<b>CTE Anchor:</b> A8.7; A9.3, A9.4, A9.6; A10.4  <b>CTE Pathway:</b> B1.2, B1.3, B1.4; B2.3; B 4.0, B4.1, B4.2, B4.3, B4.4; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6; B9.2, B9.4, B9.6

XXI.	ADMITS, TRANSFERS, AND DISCHARGES	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe your role in the admission, transfer, and discharge processes</li> <li>B. Explain how to prepare the room for a new admission</li> <li>C. Measure height and weight</li> <li>D. Explain the reasons for transfers to another nursing unit or facility</li> </ul>	6.5 HRS	L=6 HRS CL=4 HRS	<p><b>CTE Anchor:</b> A5.5; A8.7; A9.0, A9.3; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0; B3.2, B3.3; B4.0, B4.1, B4.2, B4.3, B4.4; B6.0, B6.6; B7.1, B7.3; B13.5</p>
XXII.	REHAB and RESTORATION and CARE PATIENTS WITH SKIN ALTERATIONS	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe how rehabilitation involves the whole person</li> <li>B. Identify the complications of inactivity to prevent</li> <li>C. Describe how rehabilitation can help a person work</li> <li>D. List the common rehabilitation services</li> <li>E. Explain your role in rehabilitation and restorative care</li> <li>F. Explain how to promote quality of life</li> <li>G. Apply Ted hose using procedure taught</li> <li>H. Describe the application of bandages, nonsterile dry dressings, and application of non-legend topical ointment to intact skin</li> <li>I. Describe the common fears and concerns of surgical patients</li> <li>J. Explain how people are prepared for surgery</li> <li>K. List the signs and symptoms to report postoperatively</li> <li>L. Explain how to meet the person’s needs after surgery</li> <li>M. Describe skin tears, pressure ulcers, and circulatory ulcers and how to prevent them</li> <li>N. Identify the pressure points in each body position</li> <li>O. Explain the purpose of abdominal binders and how to apply them</li> <li>P. Identify the persons at risk for complications from heat and cold applications</li> <li>Q. Explain the differences between moist and dry heat and cold applications</li> <li>R. Describe the rules for applying heat and cold</li> </ul>	4 HRS	L=1 HRS CL=7.5 HRS	<p><b>CTE Anchor:</b> A6.3, A6.4; A9.0, A9.1, A9.2; A10.0, A10.4; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B1.0, B1.5; B2.0, B2.1, B2.4; B3.0, B3.1, B3.3; B4.1, B4.3, B4.4; B6.1, B6.5; B7.1, B7.3, B7.4; B8.5</p>
XXIII.	SEXUALITY	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> <li>A. Describe sex and sexuality</li> <li>B. Explain why sexuality is important throughout life</li> <li>C. Describe five types of sexual relationships</li> <li>D. Explain how injury, illness, and aging can affect sexuality</li> </ul>	7.5 HRS	L=0 HRS CL=0 HRS	<p><b>CTE Anchor:</b> A5.0, A5.1, A5.2, A5.3, A5.4; A7.0, A7.7</p> <p><b>CTE Pathway:</b> B2.0, B2.1, B2.2, B2.3; B4.1, B4.2, B4.3</p>

	<p>E. Explain how the nursing team can promote sexuality</p> <p>F. Describe how to deal with sexually aggressive persons</p>			
<b>XXIV.</b>	<b>DEVELOPMENTAL DISABILITIES</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	<p>A. Identify the areas of function limited by a developmental disability</p> <p>B. Explain how a developmental disability affects the child and family across the life span</p> <p>C. Explain when developmental disabilities occur</p> <p>D. Describe the causes of developmental disabilities</p> <p>E. Explain how the various developmental disabilities affect a person's function</p>	10 HRS	L=0 HRS CL=0 HRS	<p><b>CTE Anchor:</b> A6.4, A6.5; A8.4, A8.2; A9.0, A9.2; A10.4</p> <p><b>CTE Pathway:</b> B1.0, B1.2, B1.3, B1.4; B2.3, B2.4; B4.0, B4.1, B4.2, B4.3, B4.4; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6</p>
<b>XXV.</b>	<b>OBSERVATION, CHARTING, AND MEDICAL ABBREVIATIONS</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	<p>A. Explain the difference between objective data and subjective data</p> <p>B. Identify the observations that you need to report to the nurse</p> <p>C. Demonstrate charting using the 24-hour clock</p> <p>D. Use medical abbreviations in charting demonstrations</p> <p>E. Discuss the legal aspects of charting</p>	90 HRS	L=0 HRS CL=5.75 HRS	<p><b>CTE Anchor:</b> A2.0, A2.4, A2.6, A2.7, A2.8; A5.1, A5.5, A5.6; A7.2; A8.0, A8.3, A8.4, A8.7</p> <p><b>CTE Pathway:</b> B5.0; B5.1, B5.2, B5.4, B5.6, B5.7; B6.1, B6.5, B6.6; B7.0, B7.1, B7.2, B7.3, B7.4; B13.5</p>
<b>XXVI.</b>	<b>DEATH AND DYING</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	<p>A. Describe terminal illness</p> <p>B. Explain the factors that affect attitudes about death</p> <p>C. Describe how different age-groups view death</p> <p>D. Describe the five stages of grief</p> <p>E. Explain how to meet the needs of the dying person and family</p> <p>F. Describe hospice care</p> <p>G. Explain the importance of the Patient Self-Determination Act</p> <p>H. Explain what is meant by a "Do Not Resuscitate" order</p> <p>I. Identify the signs of approaching death and the signs of death</p> <p>J. Explain how to assist with postmortem care</p>	12.5 HRS	L=0 HRS CL=0 HRS	<p><b>CTE Anchor:</b> A6.4, A6.5; A9.5; A10.4; A11.0, A11.1</p> <p><b>CTE Pathway:</b> B2.0, B2.2, B2.3; B3.3; B4.0, B4.1, B4.2, B4.3, B4.4; B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6; B7.0, B7.3, B7.4; B13.2</p>
<b>XXVII.</b>	<b>THE PERSON CALLED YOU</b>	<b>CR</b>	<b>LAB/ CC</b>	<b>STANDARDS</b>
	<p>A. Identify their interests, skills, and likes</p> <p>B. Discover career choices that pursue interests</p> <p>C. Research a career and the educational requirements</p> <p>D. Present their research using visual aid</p>	7.5 HRS	L=0 HRS CL=0 HRS	<p><b>CTE Anchor:</b> A3.0; A3.1, A3.2, A3.4</p> <p><b>CTE Pathway:</b> Click here to enter text.</p>

XXVIII.	STANDARDS FOR CAREER READY PRACTICE
	<ol style="list-style-type: none"><li>1. Apply appropriate technical skills and academic knowledge.</li><li>2. Communicate clearly, effectively, and with reason.</li><li>3. Develop an education and career plan aligned with personal goals.</li><li>4. Apply technology to enhance productivity.</li><li>5. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>6. Practice personal health and understand financial literacy.</li><li>7. Act as a responsible citizen in the workplace and the community.</li><li>8. Model integrity, ethical leadership and effective management.</li><li>9. Work productively in teams while integrating cultural and global competence.</li><li>10. Demonstrate creativity and innovation.</li><li>11. Employ valid and reliable research strategies.</li><li>12. Understand the environment, social and economic impacts of decisions.</li></ol>

## Health Science & Medical Technology KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

### 1.0 Academics

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

### 2.0 Communications

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2).

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

### 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

## 5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

## 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

## 7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1).

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Public Services sector.

## 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d).

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Public Services industry sector.

8.3 Demonstrate ethical and legal practices consistent with Public Services sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Public Services sector laws and practices.

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and Skills USA career technical student organizations. (Direct alignment with SLS 11-12.1b).

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Public Services sector issues and problems.

## **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6).

10.1 Interpret and explain terminology and practices specific to the Public Services sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Public Services sector.

10.3 Construct projects and products specific to the Public Services sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

## **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and Skills USA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public Services sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Public Services sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

## Health Science & Medical Technology PATIENT CARE PATHWAY STANDARDS

### B. Patient Care Pathway

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

Sample occupations associated with this pathway:

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

#### **B1.0 Recognize the Integrated Systems Approach to Health Care Delivery Services: Prevention, Diagnosis, Pathology, and Treatment**

B1.1 Know relationship and use of an integrated health care delivery system.

B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.

B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.

B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.

#### **B2.0 Understand the Basic Structure and Function of the Human Body and Relate Normal Function to Common Disorders.**

B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.

B2.2 Describe basic stages of growth and development.

B2.3 Recognize common disease and disorders of the human body.

B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.

#### **B3.0 Know How to Apply Mathematical Computations Used in Health Care Delivery System.**

B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).

B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.

B3.3 Record time using the 24-hour clock.

#### **B4.0 Recognize and Practice Components of an Intake Assessment Relevant to Patient Care.**

B4.1 Conduct basic interview to acquire new knowledge (e.g., medical and family histories).

B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.

B4.3 Observe patient actions, interests, and behaviors while documenting responses.

B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.

B4.5 Evaluate information gathered and connect patient data to appropriate system of care.

#### **B5.0 Know the Definition, Spelling, Pronunciation, and Use of Appropriate Terminology in the Health Care Setting.**

B5.1 Use medical terminology in patient care appropriate to communicate information and observations.

B5.2 Accurately spell and define occupationally specific terms related to health care.

B5.3 Use roots, prefixes, and suffixes to communicate information.



- B5.4 Use medical abbreviations to communicate information.
- B5.5 Know the basic structure of medical terms.
- B5.6 Demonstrate the correct pronunciation of medical terms.
- B5.7 Practice word building medical terminology skills.

**B6.0 Communicate Procedures and Goals to Patients Using Various Communication Strategies to Respond to Questions and Concerns.**

- B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.
- B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.
- B6.3 Formulate appropriate responses to address the patients concerns and questions in a positive manner.
- B6.4 Employ sensitivity and withhold bias when communicating with patients.
- B6.5 Report patient's progress and response to treatment goals.
- B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

**B7.0 Apply Observation Techniques to Detect Changes in the Health Status of Patients.**

- B7.1 Demonstrate observation techniques.
- B7.2 Differentiate between normal and abnormal patient health status.
- B7.3 Document the patient findings and report information appropriately.
- B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.

**B8.0 Demonstrate the Principles of Body Mechanics as They Apply to the Positioning, Transferring, and Transporting of Patients.**

- B8.1 Explain the principles of body mechanics.
- B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.
- B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.
- B8.4 Evaluate equipment for possible hazards.
- B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

**B9.0 Implement Wellness Strategies for the Prevention of Injury and Disease.**

- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).
- B9.4 Know how to access available wellness services (i.e., screening, exams, and immunizations).
- B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.
- B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

**B10.0 Comply with Protocols and Preventative Health Practices Necessary to Maintain a Safe and Healthy Environment for Patients, Health Care Workers, Coworkers, and Self within the Health Care Setting.**

- B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
- B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.
- B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
- B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).

B10.5 Practice proper hand hygiene.

B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.

B10.7 Document and analyze sanitation and infection control procedures.

**B11.0 Comply with Hazardous Waste Disposal Policies and Procedures, Including Documentation, to Ensure that Regulated Waste is Handled, Packaged, Stored, and Disposed of in Accordance with Federal, State, and Local Regulations.**

B11.1 Describe basic emergency procedures used to respond to a hazardous spill.

B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.

B11.3 Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).

B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

**B12.0 Adhere to the Roles and Responsibilities, within the Scope of Practice, that Contribute to the Design and Implementation of Treatment Planning.**

B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system.

B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.

B12.4 Follow appropriate guidelines for implementation of various procedures.

**B13.0 Research Factors that Define Cultural Differences Between and Among Different Ethnic, Racial, Cultural Groups and Special Populations.**

B13.1 Utilize culturally appropriate community resources.

B13.2 Recognize complementary and alternative medicine as practiced within various cultures.

B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.

B13.4 Ask questions and explore aspects of global significance.

B13.5 Analyze data using relevant concepts.

B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

**North Kern Vocational Training Center  
MEDICAL ASSISTING PROFICIENCIES**

**Proficiencies to be measured:****Unit 1: Upon completion of this unit, the student is able to:**

1. Understand the class objectives and employment opportunities in the career field.
2. Demonstrate learned skills in preparing for a mock interview.

**Unit 2: Upon completion of this unit, the student is able to:**

1. Return demonstrate hand washing and donning and doffing of PPE.
2. Explain the chain of infection and methods to break the chain.

**Unit 3: Upon completion of this unit, the student is able to:**

1. List the tasks that are out of the nursing assistant's scope of practice.
2. Explain how to protect the right to privacy.

**Unit 4: Upon completion of this unit, the student is able to:**

1. Identify 5 requirements of OBRA in regards to the resident's living space.
2. Handle linen using medical asepsis.

**Unit 5: Upon completion of this unit, the student is able to:**

1. Use verbal and nonverbal communication.
2. Understand holistic care of patients.

**Unit 6: Upon completion of this unit, the student is able to:**

1. Identify the normal physical and social changes that occur with aging.
2. Implement care and protect patient rights.

**Unit 7: Upon completion of this unit, the student is able to:**

1. Perform the Heimlich maneuver.
2. Follow emergency plans based on the situation that arises.

**Unit 8: Upon completion of this unit, the student is able to:**

1. Safely perform transfers using a gait belt.
2. Assist the person who is falling safely to the floor, then call for the nurse.

**Unit 9: Upon completion of this unit, the student is able to:**

1. Explain how the use of ergonomics can prevent workplace injury.
2. Practice good body alignment when positioning residents.

**Unit 10: Upon completion of this unit, the student is able to:**

1. Accurately measure patient vital signs and record.
2. List normal vital signs ranges.

**Unit 11: Upon completion of this unit, the student is able to:**

1. Identify the signs, symptoms, and precautions relating to regurgitation and aspiration.
2. Accurately record food and liquid intake.

**Unit 12: Upon completion of this unit, the student is able to:**

1. Implement patient hygiene procedures.
2. Understand the planning involved in patient care.

**Unit 13: Upon completion of this unit, the student is able to:**

1. Perform range of motion exercises, per care plan.
2. Describe complications of inactivity and devices that can be used to maintain proper body alignment.

**Unit 14: Upon completion of this unit, the student is able to:**

1. List the signs of cardiac arrest or airway obstruction.
2. Demonstrate basic life support.

**Unit 15: Upon completion of this unit, the student is able to:**

1. Describe the care and use of a hearing aid.
2. Explain how to communicate effectively with hearing and speech impaired residents.

**Unit 16: Upon completion of this unit, the student is able to:**

1. Label the structure and function of each organ system.
2. Identify a common disorder of each system, along with NA scope of practice care that can be provided.

**Unit 17: Upon completion of this unit, the student is able to:**

1. Describe and accurately measure urine output.
2. Observe and record bowel movements, noting common bowel related problems.

**Unit 18: Upon completion of this unit, the student is able to:**

1. Note the signs of respiratory distress and hypoxia.
2. Assist in the use of oxygen therapy.

**Unit 19: Upon completion of this unit, the student is able to:**

1. Describe the signs and symptoms of dementia and Alzheimer's disease.
2. Understand the behaviors displayed by those with dementia and ways to provide care.

**Unit 20: Upon completion of this unit, the student is able to:**

1. Compare and contrast mental health and mental illness.
2. Describe the health care needs of those with mental illnesses.

**Unit 21: Upon completion of this unit, the student is able to:**

1. Describe the nursing assistant role in admits, transfers, and discharges.
2. Accurately measure and record height and weight.

**Unit 22: Upon completion of this unit, the student is able to:**

1. Identify patients with skin impairment and those at high risk for skin impairment.
2. Implement restorative nursing practices and assist with rehab, per care plan.

**Unit 23: Upon completion of this unit, the student is able to:**

1. Explain how sexuality is important throughout life.
2. Understand how the nursing team promotes sexuality.

**Unit 24: Upon completion of this unit, the student is able to:**

1. Describe the limits of function of a person with developmental disabilities.
2. Explain how developmental disabilities effect the person and their family across their life span.

**Unit 25: Upon completion of this unit, the student is able to:**

1. List the information that needs to be reported to the nurse.
2. Use the 24-hour clock, medical terminology, and abbreviations in charting.

**Unit 26: Upon completion of this unit, the student is able to:**

1. Share how to meet the needs of the dying person and their family.
2. Understand the importance of the Patient Self-Determination Act

**Unit 27: Upon completion of this unit, the student is able to:**

1. Identify their own strengths and interests.
2. Present a career choice, based on their research.