

Modesto Junior College  
Nursing 40 - Nursing Assistant  
Syllabi



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# Nursing Assistant Class Outline

Week/Date	Class Topic	Reading Assignments	Homework, Essay & Test	Clinical
<b>Week 1</b> 01/13/2011 01/14/2011 4 hours/day	<b>a. Introduction</b> Unit 1 DHS1 <b>b. Residents Rights</b> Unit 2 DHS 2 <b>c. Communication &amp; Interpersonal Skills</b> Unit 3/DHS 3 <b>d. Observation &amp; Charting</b> Resident Care Documentation Unit 13/DHS 15 <b>e. Death &amp; Dying</b> Rights of the dying patient Unit 15/ DHS 16 <b>f. Resident Care Skills</b> Unit 8 DHS 8 Bowel and Bladder Retraining	Chapter 1,2, & 3 Chapter 10  Chapter 7 Chapter 5& 6 Chapter 50 Chapter 21 & 22	Read indicated Chapters	No clinical
<b>Week 2</b> 01/20/2011 01/21/2011 4 hours/day	<b>Prevention &amp; Management Unusual occurrences</b> Unit 7 DHS 4 <b>Emergency Procedures</b> Unit 7 DHS a. Heimlich Manuever  <b>Medical &amp; surgical Asepsis</b> Unit 4 DHS 6  <b>Body Mechanics</b> Unit 5 DHS 5  <b>Rehabilitative Nursing</b> Unit 6 DHS 14	Chapter 10 Chapter 11 Chapter 14 Chapter 15 Chapter 16 Chapter 26	Read indicated Chapters  <b>Self-introduction Essay due today</b>  <b>Physicals, Finger-Prints, Step 2 T.B. due today.</b>  <b>Test: 1</b> <b>Residents Rights, Communication and Emergency procedures</b>	No clinical  <b>Students will not be allow to go to clinical without physical or fingerprints</b>
<b>Week 3</b> 01/27/2011 3 hours	<b>Rehabilitative Nursing</b> Unit 6 DHS 14  <b>Resident Care Skills</b> Unit 8 DHS 8 a. Bathing and Dressing	Chapter 26  Chapter 19 & 20	<b>Test: 2</b> <b>Medical Asepsis</b> <b>Last day to turn in</b>  <b>Physical, fingerprints, Step 2 T.B.</b>	<b>1<sup>st</sup> Clinical Day</b> 01/28/2011 (Fri.) 01/29/2011 (Sat.) Casa de Modesto 5:45 a.m. – 3:00 p.m. <b>Students will not be allow to go to clinical without physical or fingerprints</b>
<b>Week 4</b> 02/03/2011 3 hours	<b>Nutrition</b> Unit 12 DHS 11	Chapter 23	<b>Test: 3</b> <b>Body Mechanics, Rehabilitative Nursing</b> <b>Essay Due:</b> <b>Nutrition</b>	<b>2<sup>nd</sup> Clinical Day</b> 02/04/2011 (Fri.) 02/04/2011 (Sat.) Casa de Modesto 6:00- 3:30 p.m.
<b>Week 5</b> 02/10/2011 3 hours	<b>Resident Care procedure</b> a. Bedmaking b. Oral hygiene c. Hair & nail care d. Weighing and measuring resident	Chapter 18  Chapter 20  Chapter 28	<b>Test: 4</b> <b>Nutrition</b>	<b>3<sup>rd</sup> Clinical Day</b> 02/11/2011 (Fri.) 02/12/2011 (Sat.)

<b>Week 5 cont.</b> 02/10/2011	<b>Vital Signs</b> Unit 9 DHS 10			
<b>Week 6</b> 02/17/2011 3 hours	<b>Resident Care Skills</b> a. Prosthetic Devices b. Elimination needs c. Skin	Chapter 25  Chapter 32 Chapter 21 & 22	<b>Test 5 – Vital Signs</b> <b>Essay Due:</b> <b>Oral Care for the unconscious resident</b>	<b>4<sup>th</sup> Clinical Day</b> <b>Holiday</b> <b>No Clinical</b>
<b>Week 7</b> 02/24/2011 3 hours	<b>Resident Care Skills</b> <b>Cont.</b> Unit 8 DHS 8 a.Skin (cont.) b.Weight and measuring (metric system)	Chapter 21 & 22 Chapter 28	<b>Study for Mid-term</b>	<b>5<sup>th</sup> Clinical Day</b> 02/25/2011 (Fri.) 02/26/2011(Sat.) <b>Casa de Modesto</b> 6:00 – 3:30 p.m.
<b>Week 8</b> 03/03/2011 3 hours	<b>Resident Care Procedures</b> Unit 11 DHS 9 a.Enemas b.Collection of Specimens	Chapter 22 Chapter 30	<b>Mid-Term: 6</b>	<b>6<sup>th</sup> Clinical Day</b> 03/04/2011 (Fri.) 03/05/2011 (Sat.) <b>Casa de Modesto</b> 6:00 – 3:30 p.m.
<b>Week 9</b> 03/10/2011 3 hours	<b>Resident Care Procedures</b> Unit 11 DHS 9 a.Resident with –tubing O2 b.Admissions	Chapter 30	<b>Test: 7</b> <b>Resident Care Skills</b>	<b>7<sup>th</sup> Clinical Day</b> 03/11/2011 (Fri.) 03/12/2011 (Sat.) <b>Casa de Modesto</b> 6:00-3:30 p.m.
<b>Week 10</b> 03/17/2011 3 hours	<b>Observation &amp; Charting</b> Unit 13 DHS 15	Chapter 5 & 6	Read indicated chapters	<b>8<sup>th</sup> Clinical Day</b> 03/18/2011 (Fri.) 03/19/2011 (Sat) <b>Casa de Modesto</b> 6:00-3:30p.m.
<b>Week11</b> 03/24/2011 3 hours	<b>Observation &amp; Charting</b> <b>Cont.</b> Unit 13 DHS 15	Chapter 5 & 6	<b>Test: 8</b> <b>Resident Care Procedures</b>	<b>9<sup>th</sup> Clinical Day</b> 03/25/2011 (Fri.) 03/26/2011 (Sat.) <b>Casa de Modesto</b> 6:00-3:30 p.m.
<b>Week 12</b> 03/31/2011 3 hours	<b>Long-term Care Resident</b> Unit 14 DHS 15	Chapter 10, 39, 40, 41, 42		<b>10<sup>th</sup> Clinical Day</b> 04/01/2011(Fri.) 04/02/2011 (Sat.) 6:00 – 3:00 p.m.
<b>Week 13</b> 04/07/2011 3 hours	<b>Death &amp; Dying</b> Unit 15, DHS 16	Chapter 50	<b>Test: 9</b> <b>Charting &amp; LTC Resident</b>	<b>11<sup>th</sup> Clinical Day</b> 04/08/2011 (Fri.) 04/09/2011(Sat.) 6:00 – 3:00 p.m.
<b>Week 14</b> 04/14/2011 3 hours	<b>Death &amp; Dying</b> Unit 15 DHS 16	Chapter 50		<b>12<sup>th</sup> Clinical Day</b> 04/15/2011 (Fri.) 04/16/2011 (Sat.)
<b>Week 15</b> 04/21/2011 3 hours	<b>Review for final and Test</b>		<b>Test: 11</b> <b>Death &amp; Dying</b> <b>Vital Signs</b> <b>Demo Due today</b>	<b>13<sup>th</sup> Clinical Day</b> <b>TBA</b>
<b>Week 16</b> 04/28/2011 3 hours	<b>Final 1:00-3:00p.m</b> <b>Pinning Ceremony</b> <b>3:00-5:00 p.m.</b>	<b>Week 17</b> <b>Friday</b> <b>04/29/2011</b> Red Cross Testing 7:00 a.m. – 5:00 p.m.	<b>Test 12</b> <b>Final</b>	

## Dates to Remember Spring 2011

### Spring '11

**Jan 10:** Spring classes begin (students who have not registered should attend class & ask instructor for an add card)

**Jan 10 - Jan 23:** Applications will be accepted WITH an Add Card from instructor

**Jan 17:** Holiday - Martin Luther King Jr.

**Jan 23:** Last day to add Full-Term Classes on the web

**Jan 23:** Last day to drop Full-Term classes online or in person and be eligible for a refund. This is a Sunday, only PiratesNET registration system is available. You may drop classes using the system until 11:00 pm

**Feb 6:** Last day to withdraw from Full-Term Classes without a "W" using PiratesNet. You may drop classes using the system until 11:00 pm

**Feb 7:** Last day to file "Request for Refund" for classes dropped by January 23

**Feb 8:** Last day to file for Pass/No Pass for Full-Term Classes

**Feb 18 -21:** (Fri/Mon) Holiday - Lincoln's & Washington's Birthday

**April 1:** Begin checking your MJC Student Email for your Summer 2011 Registration date & time

**March 4:** Last day to apply for Associate Degree/Certificate for Spring 2011 to have name in commencement program

**April 3:** Last day to withdraw from Full-Term Classes\* in the Admissions Office (5 pm on East and West Campus), or PiratesNet. You may drop classes using PiratesNet until 11:00 pm on April 5th

**April 15:** Last day to apply for Associate degree/Certificate for Spring 2011

**April 26 - May 1:** [Final Examinations](#)

**April 30:** Graduation, 6:00 p.m.

**May 1:** Semester Ends



**Nurse 40  
Nursing Assistance  
Course Syllabus  
Fall 2010  
Tonya Robinson RN, BSN, DSD  
robinsont@mjc.edu**

## I. Course Overview

### Nursing 40 – Nurse Assistant 5 Unit(s)

Limitation on enrollment: A physical examination within the last three months, confirmation of a PPD and criminal background screening through the Live-scan fingerprint process.

Preparation of employment as a nurse assistant in a skilled nursing facility. Upon satisfactory completion of the course, the student is eligible to take the state examination for certification as a Certified Nursing Assistant (CNA). Based on the curriculum for Nurse Assistant Training Assessment Program following Department of Health Service Guidelines. Organized in fifteen units with content ranging from role and responsibilities of the CNA to death and dying. Students must attend lecture on Thursday and Friday 1:00 p.m. – 5:00 p.m. for the first two weeks of the terms. Starting the third week student will attend lecture on Thursday 1:00 p.m. – 4:00 p.m. Lab will begin in the third week Friday and Monday from 6:00 a.m. – 2:30 p.m. approximately. Purchase of appropriate uniforms for clinical site is the responsibility of the student. The state certification test fee of \$90.00 is the responsibility of the student.

## II. Learning Context

Giving the following learning context, the student who satisfactorily complete this course should be able to achieve the goals specified in section III: Desired Learning.

### 1. Course Content

#### A. Required

1. Introduction
2. Residents rights
3. Communication and interpersonal skills
4. Medical and Surgical asepsis
5. Body Mechanics
6. Rehabilitative/Restorative care
7. Emergency procedures
8. Resident care skills
9. Vital Signs
10. Weights and measures
11. Nutrition
12. Observation and charting
13. Death and dying

## B. Recommended

1. Perfecting skills in the skills lab

### 2. Enrollment Restrictions

1. Advisories:

It is strongly recommended that the student satisfactorily complete a GED or High School Diploma prior to enrollment.

2. Limitation on enrollment:

Enrollment limited to students who have a physical examination within the last three months, confirmation of a two-step PPD and a criminal background screening through the live scan fingerprint process.

### 3. Hours of Instruction per semester:

<u>Type of Hours</u>	<u>Semester Hours</u>	<u>Units Earned</u>
Lecture/Discussion	52.5 hours	3 units
Clinical	105 hours	2 units
Total Units Earned		5 units

### 4. Method of Instruction:

Instructors of this course might conduct the course using the following methods:

- a. Lecture
- b. Collaborative learning experience
- c. Guided discussions
- d. Audio-visual materials

### 5. Typical Assignments:

- a. Quality: Assignments require the appropriate level of critical thinking.
  1. Being prepared to deal with emergency situations.
  2. Be able to wash hands in an appropriate manner, to prevent cross contamination.
  3. Perform range of motion.

4. Safely transfer patient from bed to wheelchair.
5. Safely ambulate patients.
6. Safely use mechanical lifts.
7. Understand the importance of nutrition of patients.

b. Quantity: Hours spent on assignments in addition to hours of instruction.

1. Class meets twice weekly to cover 16 modules including information such as: responsibilities, patients rights, communication with patients, interpersonal skills, preventing accidents and unusual occurrences, body mechanics, infection control, weight measures, basic hygiene care of the patient, prosthetic devices, skin care, collection of specimens and the care of patients with various tubings, bed making, admissions, and transferring a patient from one facility to another, vital signs, nutrition, emergency procedures, long term care needs, rehabilitative nursing, observation/charting and death and dying.
2. Over 50 clinical skills that the student must master and give correct return demonstration.
3. Over 50 demonstrations performed by the instructor prior to the student practicing the skills on their own.
4. Weekly reading assignments, 3 (1-2 page) essays.

6. Texts and other readings:

- a. Required text: Mosby's Textbook for Nursing Assistants, 7<sup>th</sup> edition, Sorrentino, Sheila, 2008
- b. Modesto Junior College Nursing Assistant Program Syllabus

### **III. Desired Learning**

#### **A. Course Goals**

As a result of satisfactory completion of this course, the student should be prepared to:

1. Successfully pass the state board to begin a career as a nursing assistant.
2. After passing the state certification test the student will be able to qualify for employment as a Certified Nursing Assistant (CNA).

#### **B. Student Learning Goals**

Mastery of the following learning goals will enable the student to achieve the overall course goal. Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate basic communication and interpersonal skills with the resident, family and health care team.
2. Perform basic resident care procedures.
3. Demonstrate basic nursing skills necessary for safety of a resident and health care team.
4. Identify and utilize rights of residents.
5. Display observation and charting skills.
6. Adapt overriding concerns (i.e. accountability, physical, and emotional jeopardy, therapeutic communication and asepsis) care of the residents.

### **IV. Methods of Measuring Students Progress**

#### **A. Formative Assessment:**

1. Quizzes
2. Skills return demonstration
3. Essays

#### **B. Summative Assessment:**

1. Final examination
2. Certification of state board for nursing assistants with American Red Cross which consists of both written and skills demonstrations.

## V. Class Policies

### ACADEMIC INTEGRITY STATEMENT

- A. Nursing Assistant students at Modesto Junior College are obliged to conform to the principles of academic integrity and to uphold a learning environment free of cheating, academic dishonesty, and plagiarism (see definitions).
- B. Failure to adhere to these principles may result in sanctions ranging from a failing grade for the assignment to dismissal from the course or program (see sanction guidelines).
- C. Breach of academic integrity principles will be annotated as part of the student's nursing assistant program performance record. This notation will be removed when the student completes the program. Students have the right to appeal any faculty decision regarding breaches of academic integrity principles through the Vice President of Student Services.
- D. At the beginning of the program, all nursing assistant students will be required to sign a statement that they understand the Academic Integrity Statement and intend to abide by it.

### E. ACADEMIC INTEGRITY DEFINITIONS

#### CHEATING

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Misrepresenting or non-reporting of pertinent clinical information to instructor and appropriate health team members in either verbal communication or charting documentation.

#### FACILITATING ACADEMIC DISHONESTY

- F. Intentionally or knowingly helping, or attempting to help another, to violate a provision of the institutional code of academic integrity.

### G. PLAGIARISM

The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without

acknowledgment, e.g., everything you write down on paper must be your own answer or content explained in your own words. This includes all group work and written assignments.

## **VI. Grading**

100 - 90	A
89 - 80	B
79 - 70	C

BELOW 70% IS FAILING

## **VII. Course Topics and Objective**

## **VIII. Course Assignments**

## **IX. Requirements for Red Cross Skills Testing**

- a. SOCIAL SECURITY CARD (not a copy)
- b. DRIVERS LICENSE OR CALIFORNIA ID OR PASSPORT
- c. HS 283b (not a copy)
- d. WEAR UNIFORM
- e. BRING A PEN
- f. WATCH WITH A SECOND HAND

## Health Clearance Requirement

### Health Clearance Requirement for Clinical:

If you are enrolled in the Nursing 40 (Nursing Assistant) class please pick-up a Health Clearance Packet from the Allied Health office. In order to comply with the clinical requirements, please complete the packet immediately. If you have any questions, please contact Tonya Robinson via email at [robinsont@mjic.edu](mailto:robinsont@mjic.edu).

Students who are enrolled in Nursing 40 must have his or her packet completed by the second day of class to avoid being dropped from the roster. Students who are on the wait list and are added to the class must pick up health clearances immediately in order to hold his or her spot.

**Fall Semester:** Students who are enrolled in Nursing 40, in order to complete the **Health Clearance Requirement, students should pick up and complete Health Clearance Packet 6 weeks before the semester begins.**

**Spring Semester:** Students who are enrolled in Nursing 40, in order to complete the **Health Clearance Requirement, Students should pick up and complete Health Clearance Packet immediately.**

**Students will not be allowed to attend clinical without a completed Health Clearance. Students who miss the first day of clinical due to incomplete Health Clearance will be dropped from the class immediately.**

**MODESTO JUNIOR COLLEGE  
ALLIED HEALTH DIVISION**

**NURSE ASSISTANT PROGRAM**

**STUDENT HANDBOOK**

# NURSE ASSISTANT STUDENT HANDBOOK

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## CLASS REQUIREMENTS MNURSE 40

Criminal Background Clearance is required for all nursing assistant student. All students must be fingerprinted via Live Scan and complete a Nurse Assistant Application, HS 283 B before attending Clinical.

The Application will be filled out in class and returned to the instructor. The instructor will submit the applications to DHS. You will receive a form in class for the Live Scan.

**If you have been convicted of a crime, you will need a letter of dismissal from the court system where the conviction occurred.**

The fee for Department of Justice **plus** the cost of the Live Scan, will be paid by the SNF or the college. Please call to make a reservation to have the Live Scan done.

Live Scans are done at the following location:

Live Scan Finger Print

Maxx One Security

121 E. Orangeburg Ave, Suite # 7

Mc Henry & Orangeburg

Modesto, CA 209-480-2100

Hours are 8:00am to 12:00pm and 1:00pm to 5:00pm everyday

TB clearance, physicals and fingerprinting are required before attending clinical. If your TB test is positive a chest x-ray must be done, or proof of chest x-ray in the last 4 years.

You will not be allowed to attend Clinical until requirements are completed. The first Clinical day will be Friday or Saturday in the third week of class.

**ALLIED HEALTH DIVISION  
MODESTO JUNIOR COLLEGE  
NURSE ASSISTANT PROGRAM**

**ACADEMIC INTEGRITY STATEMENT**

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**Failure to adhere to these principles may result in sanctions ranging from a failing grade for the assignment to dismissal from the course or program (see sanction guidelines).**

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**At the beginning of the program, all nursing assistant students will be required to sign a statement that they understand the Academic Integrity Statement and intend to abide by it.**

**ACADEMIC INTEGRITY DEFINITIONS**

**CHEATING**

**Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.**

**Misrepresenting or nonreporting of pertinent clinical information to instructor and appropriate health team members in either verbal communication or charting documentation.**

**FACILITATING ACADEMIC DISHONESTY**

**Intentionally or knowingly helping, or attempting to help another, to violate a provision of the institutional code of academic integrity.**

**PLAGIARISM**

**The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment, e.g., everything you write down on paper must be your own answer or content explained in your own words. This includes all group work and written assignments.**

**ALLIED HEALTH DIVISION  
MODESTO JUNIOR COLLEGE  
NURSE ASSISTANT PROGRAM**

**RELEASE OF LIABILITY FORM**

I, \_\_\_\_\_, understand that participation in the clinical component of the MJC Nurse Assistant Program may be physically and emotionally demanding at times. My signature below states that I am physically and mentally able to meet the physical expectations imposed by typical nursing assistant activities as listed below, with reasonable accommodations if I am an individual with a disability.

Activities and physical abilities that are required of students in the clinical/care facility include, but are not limited to:

- Lifting – 50 – 75 pounds
- Transferring – 100 pounds
- Bending, stooping, kneeling
- Pushing, pulling
- Walking
- Standing for prolonged periods (shifts may include 12 hours)
- Reaching hearing acuity (average)
- Visual acuity (average)
- Manual dexterity
- Tactile ability – sufficient for patient care
- Equipment operations – transfer devices, scales, etc.

For those clinical experiences that are deemed essential by the clinical provider, I understand that alternate clinical experiences may not be available. I also understand that timeliness of performance may be, in some instances, an essential component of the clinical experience, and those instances, it may not be possible to grant an extension of time as an accommodation. This will be determined on an individual basis.

To request reasonable accommodations, or to discuss whether reasonable accommodations are appropriate, please contact the Allied Health Division Office (575-6362) and request an appointment with the Dean.

Regardless of whether or not I am an individual with a disability, I will report to my instructor if I develop or experience any physical, psychological, or emotional problem that might impair my ability to perform nursing assistant duties after I sign this release.

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Date:

Student's Signature

**ALLIED HEALTH DIVISION  
MODESTO JUNIOR COLLEGE  
NURSE ASSISTANT PROGRAM**

**PATIENT CONFIDENTIALITY**

- 1. Every patient is guaranteed the right of confidentiality by law. Disclosing any information regarding any patient is violating the legal right of that patient.**
- 2. Discussion outside the academic or therapeutic situation is a breach of ethics and an invasion of privacy. An example of this might be discussing patients in the facility cafeteria, at home with friends, at school, etc, and is considered to be a violation of privacy.**
- 3. It is essential that students using patient's records as a vehicle for learning experiences in the agencies protect the patient's privacy.**
- 4. If you are at a facility that allows students to access and make copies of computer data for clinical preparation please cut out all patient information: Name, Physician's Name, Patient Number, etc. Access to patient chart information will be different from facility to facility. However, all names or evidence of identity should be completely eliminated from written work**

**CLINICAL ROTATION**

- 1. Students will be assigned to clinical agencies for experience.**
- 2. Nurse Assistant experiences in the clinical area will be correlated with theory content whenever possible.**
- 3. Students may not participate in patient care without an instructor present in the clinical agency.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**ALLIED HEALTH DIVISION  
MODESTO JUNIOR COLLEGE**

**STUDENT RESOURCES  
NURSE ASSISTANT PROGRAM (NAP)**

**ALLIED HEALTH SKILLS LABORATORY**

The Allied Health Skills Laboratory (SL) in John Muir 265 is designed to provide students with a simulated clinical environment utilizing mannequins, practice equipment, audio-visual materials, and demonstration to practice skills learned in class and:

- Independent practice or review of clinical skills previously taught.
- Viewing/listening to audio-visual materials
- Remediation of clinical skills with Skills Lab Staff upon instructor referral.
- Skills practice/testing.
- Independent or group studying.

**Note:** NAP students must register for NURSK 800 every semester. This is a 0 unit course. There are no set hours that the student has to fulfill per week. It is a resource for the student to perfect skills as needed outside of scheduled class time. Skills Lab hours vary slightly each week and are posted on the lab door weekly. Phone: 575-6364.

**SKILLS LAB RULES AND PRACTICES**

- All students using the lab must log on and off the SL computer to verify lab use.
- Skills Lab equipment is to be handled with care and respect.
- The mannequins are expensive; they are not to be abused or put on the floor.
- Students are expected to clean up after themselves. No personal items should be left in the SL.
- Food and drink are confined to designated areas only.
- All beds must be properly made, with siderails up and in the lowest position with overbed tables in place.
- Soiled linen is deposited in the laundry baskets.
- Curtains are to be pulled back to expose the beds and mannequins following their use.
- All equipment is to be returned to its proper place. Supplies used for practice should be returned neatly and completely to their containers.
- Skills Lab Staff is to be notified of any faulty, broken, or missing equipment.
- All injuries are to be reported to SL Staff.
- The lost and found basket in the lab should be checked for lost items

## **REQUIREMENTS FOR RED CROSS TESTING**

**SOCIAL SECURITY CARD (not a copy)**

**DRIVERS LICENSE OR CALIFORNIA ID OR PASSPORT**

**HS 283B ( not a copy)**

**WEAR UNIFORM**

**BRING A PEN**

**WATCH WITH A SECOND HAND**

## **Module 1: Introduction**

### **Statement of Purpose:**

The purpose of this unit is to introduce the student to California Code of Regulations, Division 5, Title 22, which regulates health care facilities, and to introduce the roles and responsibilities of the CNA, including requirements for CNA certification, professionalism, ethics, and confidentiality.

### **Performance Standards (Objectives):**

Upon completion of the two (2) hours of class plus homework assignments, the learner will be able to:

1. Define key terminology.
2. Discuss the legal implications of Title 22, Division 5, California Code of Regulations, and OBRA.
3. Identify CNA requirements as set forth by Title 22.
4. Describe the qualities of a successful CNA.
5. Describe the role and responsibilities of the CNA.
6. Describe professionalism for the CNA.
7. Explain the ethical behavior expected of CNA.
8. Describe behaviors that maintain confidentiality, including HIPAA Regulations.

### **Learner Activities/Assignments:**

1. Prepare for class by completing assignments.
2. Participate in classroom activities.
3. Successfully pass written tests.

## **Module 2: Patient Rights**

### **Statement of Purpose:**

The purpose of this unit is to introduce the CNA to patient/resident rights. The fundamental principle behind resident rights is that each resident is a member of a family and of society as a whole and must be cared for in a manner that protects their rights and meets the individual family, psychosocial and spiritual needs in a long-term care setting. These rights are protected by federal and state regulations.

### **Performance Standards (Objectives):**

Upon completion of the two hours of class plus homework assignments and one (1) hour of clinical experience, the learner will be able to:

1. Define key terminology.
2. Explain the purpose of a long-term care facility.
3. Recognize the role of the CNA in maintaining resident rights as stated in federal and state regulations.
4. Compare California Code of Regulations Title 22, Division 5, Chapter 3, 72527, with Title 42 Code of Federal Regulations 483.10 regarding resident rights.
5. Discuss the issues related to elderly abuse.
6. Describe the role of an Ombudsman.
7. Identify examples of resident rights, which support resident needs for security, belonging and self-esteem.

### **Learner Activities/Assignments:**

1. Discussion on the CNA's role in maintaining resident rights.
2. Group activity.
3. Role-play a situation that involves a threat to resident's rights.
4. Teamwork exercises.

## **Module 3: Communication and Interpersonal Skills**

### **Statement of Purpose:**

The purpose of this unit is to introduce the concepts and skills required for the CNA to communicate effectively and interact appropriately with residents, residents' families and guests, and other members of the health care team.

### **Performance Standards (Objectives):**

Upon completion of the two (2) hours of class plus homework assignments, the learner will be able to:

1. Define key terminology.
2. List the five basic physical and psychological needs, as described by Maslow's Hierarchy.
3. Recognize and report patient behavior that reflects unmet human needs.
4. Define communication and the types of communication.
5. Describe the key steps involved in the communication process and methods used in communication.
6. Describe reasons for communication breakdown.
7. Describe effective communication skills used with residents, their families and guests, and other health team members.
8. Describe non-effective communication skills and progressive measures for conflict resolutions.
9. Discuss touch as a form of communication, including body language and personal space.
10. Identify basic psychological defense mechanisms.
11. Discuss family communication/interaction patterns and the role of the CNA.
12. Describe socio-cultural factors influencing communication and emotional reactions to illness and disability.
13. Describe communication patterns among the members of the health team.

### **Learner Activities/Assignments:**

1. Role-play communicating with resident or family members.
2. Homework.
3. Communication exercises.

## **Module 4: Safe Environment**

### **Statement of Purpose:**

The purpose of this unit is to introduce the student to the concepts and procedures related to the resident's safety and environmental emergency issues are presented. The CNA's role in creating a safe environment for the resident is discussed.

### **Performance Standards (Objectives):**

After completion of one hour of class, plus homework assignments, and one hour of clinical experience the learner will:

1. Define key terminology.
2. Explain the role of the CNA in emergency, disaster, and fire situations.
3. Describe ways the CNA can help 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 CNA.
6. Describe general rules for providing a safe environment for the resident.
7. Identify two safety issues for the residents and describe interventions for prevention.
8. Describe major causes of fire and general fire prevention rules.
9. List the safety rules to be followed for the resident receiving oxygen therapy.
10. Describe the safe application of postural supports and the implication for their use.
11. Discuss the legal and psychological implication of the use of postural supports.
12. Discuss the overview of bioterrorism.

### **Learner Activities/Assignments:**

1. Role-play assisting visitors during an emergency.
2. Scavengers hunt on first day to find the actual policies and procedures.
3. Scavengers hunt for emergency equipment.
4. Videos from MedCom.
5. Handouts from U.S. Department of Homeland Security.

## **Module 5: Body Mechanics**

### **Statement of Purpose:**

The purpose of the unit is to provide students with an understanding of efficient and proper use of the body in performing tasks related to the role of the CNA. Students will understand the principles of positioning and transporting residents and will implement these principles when providing resident care.

### **Performance Standards (Objectives):**

Upon completion of the two (2) hours of class plus homework assignments and four (4) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Explain the purpose and rules of proper body mechanics.
3. Identify comfort and safety measures used to lift, turn, move, and position residents in bed.
4. List and describe body positions for bedridden residents.
5. Describe resident transfer techniques.
6. Describe appropriate body mechanics used to ambulate a resident.

### **Learner Activities/Assignments:**

1. Role-play the use of proper body mechanics.
2. Participate in guided practice performing resident positioning, transfers and ambulation.

### **Standardized Teaching Strategies:**

1. Classroom lecture and discussion on proper body mechanics.
2. Handouts (crossword puzzle – terminology).
3. Audiovisual aids that show transfer techniques, ambulation procedures.
4. Transparencies: Available on CD or excellent color transparencies available for purchase from Mosby Publishers.

## **Module 6: Principles of Asepsis**

### **Statement of Purpose:**

The purpose of this unit is to present information about asepsis and the control of infection. Procedures and precautions to protect residents, health care workers and others from infection are presented, including standard precautions, transmission-based precautions and biohazardous waste management.

### **Performance Standards (Objectives):**

Upon completion of the two (2) hours of class plus homework assignments and eight (8) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Name four infectious agents and discuss the diseases they cause.
3. State five conditions necessary for infectious agents to grow.
4. Identify the six parts of the chain of infection.
5. List four lines of defense against infection in the body.
6. Describe the signs and symptoms of infection.
7. Differentiate between asepsis and sterile technique.
8. Identify the roles of the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) in the prevention of the spread of disease.
9. Explain standard precaution procedures and related terminology.
10. Define transmission-based precautions and related terminology.
11. Identify psychological effects of standard precaution and transmission based precautions.

### **Teaching Strategies:**

1. Classroom lecture and discussion on proper body mechanics.
2. Handouts (crossword puzzle – terminology).
3. Audiovisual aids that show transfer techniques, ambulation procedures.
4. Transparencies: Available on CD or excellent color transparencies available for purchase from Mosby Publishers.

## **Module 7: Weights and Measures**

### **Statement of Purpose:**

The purpose of this unit is to introduce a common system of measurement used by the CNA.

### **Performance Standards (Objectives):**

Upon completion of one (1) hour of class plus homework assignments and one (1) hour of clinical experience, the learner will be able to:

1. Define key terminology.
2. Identify units of measurement in the metric and household systems for weight, length, and liquid.
3. Identify common measuring equipment and describe steps to accurately convert common measurements between household and metric systems.
4. Measure volume, length and weight using the metric system and household measurements.
5. Convert between standard time and military time/24 hour clock.

### **Learner Activities/Assignments:**

1. Laboratory practice with weights, measures, measuring a contracted resident, and military time.
2. Assigned reading from text.
3. Workbook or practice sheets.

### **Teaching Strategies:**

1. Classroom lecture and discussion.
2. Handouts on military time.
3. Handouts (crossword puzzle on terminology).
4. Demonstrate accurate measurement and conversion of volume, weight, and length.
5. Practice worksheets/examples on conversions.
6. Demonstrate skills for weighing and measuring residents (*addressed in Module 8 page 8.74-8.83*).

## **Module 8: Resident Care Skills**

### **Statement of Purpose:**

The purpose of this unit is to teach the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination. Personal hygiene or personal care is generally performed independently. The CNA should assist with or perform personal care only when residents are unable to perform a skill for themselves. Other activities included in this module are use of prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the resident.

### **Performance Standards (Objectives):**

Upon completion of fourteen (14) hours of class plus homework assignments and forty-four (44) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Identify daily routine care for residents.

#### Bathing

3. Identify benefits of bathing and list five areas of body that require bathing daily.
4. Describe the steps for bathing residents and safety guidelines.
5. List the ways to provide resident privacy during bathing.
6. List reportable observations that should be made during bathing.

#### Oral Hygiene

7. List purposes and schedule for oral hygiene.
8. Describe steps in procedure of oral hygiene for a resident needing assistance, and for providing oral hygiene for the unconscious individual.
9. Describe steps in cleaning and care of dentures.

## **Module 9: Resident Care Procedures**

### **Statement of Purpose:**

The purpose of this unit is to provide learning experiences that will prepare the CNA to safely carry out procedures that support the resident in meeting physical care needs that cannot be performed independently.

### **Performance Standards (Objectives):**

Upon completion of seven (7) hours of class plus assignments and twenty (20) hours of clinical experience, the learner will be able to:

1. Define key terminology.

#### Collection of Specimens (stool, urine and sputum)

2. Discuss the reasons for collecting and testing sputum.
3. Describe the CNA's role in collecting a sputum specimen.
4. Describe the CNA's role in collecting urine specimens.
5. Describe the CNA's role in collecting a stool specimen.

#### Bed Care

6. List the principles related to bed making.
7. Locate and name the parts of a hospital bed.
8. Describe the operation of manual and electrical beds to raise and lower to specific positions.
9. Describe the use of proper body mechanics while completing the bed making procedure.
10. Discuss ways to maintain the resident's environment.

#### Bowel Care

11. Explain why enemas are given.
12. List general rules to follow when giving the resident an enema.
13. Describe the CNA's role in giving a rectal suppository.

#### Tubes

14. List types and uses of gastrointestinal (GI) tubes.
15. Describe major nursing care activities for residents with nasogastric tubes.
16. Describe major nursing care activities for residents with gastrostomy tubes.
17. List reasons for using intravenous (I.V.) therapy.

18. Describe nursing care activities for a resident with an I.V. (Refer to Module 12, Emergency Procedures, for “Care of Resident with Oxygen”).

#### Intake and Output

19. Describe the importance of maintaining fluid balance in the body.
20. Discuss what is meant by “force fluids” and list ways to encourage a resident to increase fluid intake.
21. Discuss what is meant by “restrict fluids” and list ways to restrict a resident’s fluid intake.
22. Identify the CNA's role when a resident is on nothing by mouth (NPO).
23. Explain the purpose of “intake and output”.
24. Describe the procedure for measuring the amount of fluid taken in by the resident.
25. Describe the procedure for measuring the amount of fluids excreted by the resident.
26. Describe methods for recording and reporting intake and output.

## **Module 10: Vital Signs**

### **Statement of Purpose:**

The purpose of this unit is to prepare students to know how, when, and why vital signs are taken and how to report and chart these procedures. Students will learn the correct procedure for measuring temperature, pulse, respirations, and blood pressure. They will learn to recognize and report normal and abnormal findings.

### **Performance Standards (Objectives):**

Upon completion of three (3) hours of class plus homework assignments and six (6) hours of clinical experience, the student will be able to:

1. Define key terminology.
2. Describe what is meant by vital signs, their purpose, and observations made while performing the procedures.
3. Discuss the use of temperature as an indicator of body function.
4. Describe nursing measures to raise and lower the temperature of the body.
5. Describe the circulatory system as it relates to pulse, and identify the pulse sites.
6. Describe factors that increase and decrease pulse, and the qualities to observe in taking a pulse.
7. Define and describe respiration.
8. Identify factors that increase or decrease the respiratory rate.
9. List steps in counting respiration and qualities of respiration to be observed.
10. Describe abnormal breathing patterns.
11. Describe the process for taking TPR at the same time.
12. Describe what happens in the circulatory system to produce blood pressure.
13. Identify factors that increase or decrease blood pressure.
14. Identify parts of the blood pressure equipment.
15. Discuss the procedure for taking a blood pressure reading.
16. Evaluate resident's pain – the 5<sup>th</sup> vital sign.
17. Perform and accurately record vital signs on chart, graph, and CNA notes.

### **Learner Activities/Assignments:**

1. Role-play students taking temperature, pulse and respirations.
2. Role-play students taking blood pressure readings.
3. Homework.

## **Module 11: Nutrition**

### **Statement of Purpose:**

The purpose of this unit is to examine the body's need for food and the effect of food on the body. This module includes the basic food groups, nutrients, and common therapeutic diets as well as assisting the resident to meet nutrition and hydration needs.

### **Performance Standards (Objectives):**

Upon completion of two (2) hours of class plus homework assignments and six (6) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Discuss the body's need for food and fluids.
3. List the common nutrients and their food sources.
4. Describe the "food pyramid" or current nutritional guidelines.
5. Describe the "vegan basic four" food groups.
6. Discuss special nutritional needs of the elderly.
7. Describe diets commonly ordered for residents in diet therapy, and the responsibilities of the CNA.
8. Describe proper techniques for feeding residents.
9. List three reasons, other than medical, for dietary modifications.
10. Identify alternative ways to meet the need for food and fluids.

## **Module 12: Emergency Procedures**

### **Statement of Purpose:**

The purpose of this unit is to introduce the student to the concepts and procedures related to emergency procedures, signs and symptoms of distress, and the role of the CNA in Long Term Care (LTC) in the response to immediate and temporary intervention in emergency situations.

### **Performance Standards (Objectives):**

1. Define key terminology.
2. Identify common signs and symptoms of conditions associated with resident distress and describe immediate interventions and general rules of emergency care.
3. Describe the immediate interventions in a medical emergency.
4. List the causes and signs of choking and discuss the use of abdominal thrusts (Heimlich Maneuver).
5. Describe common emergency codes used in long-term care facilities.

### **Learner Activities/Assignments:**

1. Prepare for class by completing assignments.
2. Participate in classroom activities.
3. Successfully pass written tests.
4. Demonstrate emergency procedures correctly and safely.
5. Scavenger hunt for emergency equipment.

## **Module 13: Long Term Care Resident**

### **Statement of Purpose:**

The purpose of this unit is to introduce the student to the basic structure of the body and to review the effect of aging on body structure and function. Common physical and psychological conditions found in elderly patients are presented along with approaches to care. Community resources commonly available to assist elderly patients with their psychological, recreational, and social needs are presented.

### **Performance Standards (Objectives):**

Upon completion of two (2) hours of class plus homework assignments, the learner will be able to:

1. Define key terminology.
2. Describe common basic human needs and interventions for the elderly resident; environmental, psychological, social, recreational, spiritual.
3. Describe common community resources to meet the needs of the elderly.
4. Describe developmental, and mental conditions found in the long-term care population, their unique needs, and interventions.
5. Describe the body's basic organization and composition.
6. Identify body systems, including basic anatomy and physiology, common diseases of the elderly, signs and symptoms, CNA duties and observations, and aging changes and complications of immobility.

### **Learner Activities/Assignments:**

1. Prepare for class by completing assignments.
2. Participate in classroom activities.
3. Successfully pass written tests.
4. Role-playing.
5. Demonstrate the following manual skill procedures:
  - a. Reality Orientation to Promote/Maintain Awareness of Person, Time and Place (page 13.66)

## **Module 14: Rehabilitative/Restorative Care**

### **Statement of Purpose:**

The purpose of this unit is to introduce the CNA to restorative care. Each individual is entitled to reach his/her optimal level of functioning. The CNA assists the resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.

### **Performance Standards (Objectives):**

Upon completion of the two (2) hours of class plus homework assignments and four (4) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Discuss rehabilitation (restorative care) and how it promotes independence and resident potential.
3. State goals of restorative care that promote independence and resident potential.
4. Describe the rehabilitation team, state its purpose, and discuss the role of the CNA as a member of the team.
5. List the responsibilities of the CNA in promoting resident self-care.
6. List activities that make up ADL's (Activities of Daily Living).
7. List common comfort and adaptive devices and explain the purposes of each.
8. Identify steps to prevent complications from inactivity.
9. Describe range-of-motion exercises (ROM).
10. Identify procedures and devices used to promote mobility and ambulation for residents with physical and/or visual impairment.
11. Discuss relationship between resident's self-esteem and family involvement in care.

### **Learner Activities/Assignments:**

1. Role-play students assisting disabled persons with adaptive devices.
2. Return demonstration on range-of-motion manual skills and care of casts.
3. Participate in resident care conference.

## **Module 15: Observation & Charting**

### **Statement of Purpose:**

The purpose of this unit is to prepare students to know how, when, and why to use objective and subjective observation skills. They will report and record observations on appropriate documents using medical terms and abbreviations.

### **Performance Standards (Objectives):**

Upon completion of the four (4) hours of class plus homework assignments and four (4) hours of clinical experience, the learner will be able to:

1. Define key terminology.
2. Define observation and list the senses used to observe a resident.
3. Describe objective and subjective observations.
4. List types of charting documents and the use for each.
5. Discuss procedures to use when recording on a resident's chart.
6. Identify word elements used in medical terms.
7. Identify medical terminology and abbreviations commonly used in medical facilities.

### **Learner Activities/Assignments:**

1. Prepare for class by completing assignments.
2. Participate in classroom activities.
3. Successfully pass written tests.
4. Learn terminology through game of Jeopardy or spelling bee.
5. Role-play a scene and have students write down their observations when scene is over.

## **Module 16: Death and Dying**

### **Statement of Purpose:**

The CNA is introduced to the various stages of the grieving process and physical signs of approaching death. This unit introduces death as a normal stage of life. The health care provider must recognize the physical, psychological, and spiritual needs of the resident during this period to understand coping mechanisms and provide support to the resident and family members.

### **Performance Standards (Objectives):**

Upon completion of the two hours of class plus homework assignments, the learner will be able to:

1. Define key terminology.
2. Describe the five stages of the grieving process.
3. Describe approaches to meet common emotional and spiritual needs of terminally ill residents and their families.
4. Give examples of rights of dying residents.
5. Describe the purpose of hospice care.
6. Differentiate between common signs of approaching death and biological death.
7. Identify care and comfort measures for dying residents.
8. Describe procedures and responsibilities for postmortem care.

### **Learner Activities/Assignments:**

1. Prepare for class by completing assignments.
2. Participate in classroom activities.
3. Successfully pass written tests.
4. Homework related to Rights of the Dying Patient.
5. Role-play providing support to family of dying resident.

## **Nursing 40**

### **Week 1**

#### **Introduction Nursing Assistant:**

The purpose of this unit is to introduce the student to California Code of Regulations, Division 5, Title 22, which regulates health care facilities, and to introduce the roles and responsibilities of the CNA, including requirements for CNA certification, professionalism, ethics, and confidentiality.

#### **Introduction to Residents' Rights:**

The purpose of this unit is to introduce the CNA to patient/resident rights. The fundamental principle behind resident rights is that each resident is a member of a family and of society as a whole and must be cared for in a manner that protects their rights and meets the individual family, psychosocial and spiritual needs in a long-term care setting. These rights are protected by federal and state regulations.

#### **Introduction to Communication & Interpersonal Skills:**

The purpose of this unit is to introduce the concepts and skills required for the CNA to communicate effectively and interact appropriately with residents, residents' families and guests, and other members of the health care team.

#### **Introduction to Observation and Charting:**

The purpose of this unit is to prepare students to know how, when, and why to use objective and subjective observation skills. They will report and record observations on appropriate documents using medical terms and abbreviations.

#### **Introduction to Death and Dying (rights of the dying patient):**

This unit introduces death as a normal stage of life and introduce the "Rights of the Dying Patient"

#### **Resident Care Skills (Bowel and Bladder Retraining):**

The purpose of this unit is to teach the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination.

#### **Self-introduction essay:**

- Introduce yourself to the instructor,
- the essay should include:
  - why you choose to go into nursing, any
  - interesting hobbies or talents you may have.

#### **Essay Format:**

- Cover sheet.
- No more than two pages in length.
- 12 font and double space.
- Due 2<sup>nd</sup> week of class.

## **Nursing 40**

### **Week 2**

#### **Prevention & Management of Unusual Occurrences:**

The purpose of this unit is to introduce the student to the concepts and procedures related to the resident's safety and environmental emergency issues are presented. The CNA's role in creating a safe environment for the resident is discussed.

#### **Emergency Procedures:**

The purpose of this unit is to introduce the student to the concepts and procedures related to emergency procedures, signs and symptoms of distress, and the role of the CNA in Long Term Care (LTC) in the response to immediate and temporary intervention in emergency situations. Heimlich Manuever.

#### **Medical & surgical Asepsis:**

The purpose of this unit is to present information about asepsis and the control of infection. Procedures and precautions to protect residents, health care workers and others from infection are presented, including standard precautions, transmission-based precautions and biohazardous waste management.

#### **Body Mechanics:**

The purpose of the unit is to provide students with an understanding of efficient and proper use of the body in performing tasks related to the role of the CNA. Students will understand the principles of positioning and transporting residents and will implement these principles when providing resident care.

#### **Rehabilitative Nursing:**

The purpose of this unit is to introduce the CNA to restorative care. Each individual is entitled to reach his/her optimal level of functioning. The CNA assists the resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.

Self-Introduction essay Due

Test 1

## **Nursing 40**

### **Week 3**

#### **Rehabilitative Nursing:**

The purpose of this unit is to introduce the CNA to restorative care. Each individual is entitled to reach his/her optimal level of functioning. The CNA assists the resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.

#### **Resident Care Skill's:**

The purpose of this unit is to teach the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination. Personal hygiene or personal care is generally performed independently. The CNA should assist with or perform personal care only when residents are unable to perform a skill for themselves.

- a. Bathing and Dressing**
- b. Oral hygiene**
- c. Hair and nail care**

**Write essay on Nutrition**

**Test 2**

**1<sup>st</sup> Clinical Day**

## **Nursing 40**

### **Week 4**

#### **Nutrition:**

The purpose of this unit is to examine the body's need for food and the effect of food on the body. This module includes the basic food groups, nutrients, and common therapeutic diets as well as assisting the resident to meet nutrition and hydration needs.

#### **Resident Care Procedures:**

The purpose of this unit is to provide learning experiences that will prepare the CNA to safely carry out procedures that support the resident in meeting physical care needs that cannot be performed independently.

- a. Bed Making**
- b. Weight and Measuring**

**Nutrition Essay Due**

**Test 3**

**2<sup>nd</sup> Clinical Day**

## **Nursing 40**

### **Week 5**

#### **Introduction to Vital Signs:**

The purpose of this unit is to prepare students to know how, when, and why vital signs are taken and how to report and chart these procedures. Students will learn the correct procedure for measuring temperature, pulse, respirations, and blood pressure. They will learn to recognize and report normal and abnormal findings.

**Write Oral Care essay**

**No Test**

**3<sup>rd</sup> Clinical Day**

## **Nursing 40**

### **Week 6**

#### **Resident Care Skills Cont:**

The purpose of this unit is to teach the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination. Personal hygiene or personal care is generally performed independently. The CNA should assist with or perform personal care only when residents are unable to perform a skill for themselves. Other activities included in this module are use of prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the resident.

- a. Prosthetic Devices**
- b. Elimination Needs**

#### **Oral Care for unconscious resident Essay Due**

#### **Test 4**

#### **4<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 7**

#### **Resident Care Skills Cont:**

The purpose of this unit is to teach the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination. Personal hygiene or personal care is generally performed independently. The CNA should assist with or perform personal care only when residents are unable to perform a skill for themselves. Other activities included in this module are use of prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the resident.

- a. Skin Care**
- b. Weight and measuring (metric system)**

#### **Study for Mid-Term**

#### **5<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 8**

#### **Resident Care Procedures:**

The purpose of this unit is to provide learning experiences that will prepare the CNA to safely carry out procedures that support the resident in meeting physical care needs that cannot be performed independently.

- a. Enemas**
- b. Collection of Specimens**

### **Mid-term**

### **6<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 9**

#### **Resident Care Procedures:**

The purpose of this unit is to provide learning experiences that will prepare the CNA to safely carry out procedures that support the resident in meeting physical care needs that cannot be performed independently.

- a. Caring for residents with tubes**
- b. Admissions**

### **Test 6**

### **7<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 10**

#### **Observation and Charting:**

The purpose of this unit is to prepare students to know how, when, and why to use objective and subjective observation skills. They will report and record observations on appropriate documents using medical terms and abbreviations.

### **8<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 11**

#### **Long-Term Care Resident:**

The purpose of this unit is to introduce the student to the basic structure of the body and to review the effect of aging on body structure and function. Common physical and psychological conditions found in elderly patients are presented along with approaches to care. Community resources commonly available to assist elderly patients with their psychological, recreational, and social needs are presented.

#### **Test 7**

#### **9<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 12**

#### **Long-Term Care Resident cont:**

The purpose of this unit is to introduce the student to the basic structure of the body and to review the effect of aging on body structure and function. Common physical and psychological conditions found in elderly patients are presented along with approaches to care. Community resources commonly available to assist elderly patients with their psychological, recreational, and social needs are presented.

#### **Test 8**

#### **10<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 13**

#### **Death and Dying:**

The CNA is introduced to the various stages of the grieving process and physical signs of approaching death. This unit introduces death as a normal stage of life. The health care provider must recognize the physical, psychological, and spiritual needs of the resident during this period to understand coping mechanisms and provide support to the resident and family members.

#### **Test 9**

#### **11<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 14**

#### **Death and Dying Continue:**

The CNA is introduced to the various stages of the grieving process and physical signs of approaching death. This unit introduces death as a normal stage of life. The health care provider must recognize the physical, psychological, and spiritual needs of the resident during this period to understand coping mechanisms and provide support to the resident and family members.

#### **Test 10**

#### **12<sup>th</sup> Clinical Day**

## **Nursing 40**

### **Week 15**

#### **Death and Dying Continue:**

The CNA is introduced to the various stages of the grieving process and physical signs of approaching death. This unit introduces death as a normal stage of life. The health care provider must recognize the physical, psychological, and spiritual needs of the resident during this period to understand coping mechanisms and provide support to the resident and family members.

#### **No Test**

#### **13<sup>th</sup> Clinical Day**

**Nursing 40**

**Week 16**

**Review for Final Test**

**Test 10**

**13<sup>th</sup> Clinical Day**

**Nursing 40**

**Week 17**

**Final Test**

**Pinning Ceremony 3:00- 5:00 p.m.**

**Red Cross Testing**

