



Nurse Assistant – Certified

COURSE DESCRIPTION:

This course, which meets certification requirements of the California State Department of Health for employment in a long-term health care facility or convalescent hospital setting, prepares students to take the nurse assistant certification examination. Instruction includes both classroom and mandatory clinical training in patient care procedures, safety, infection control, rehabilitative patient care, and communication with patients, doctors, patient’s families and staff. Students must meet minimum training hours in theory and clinical instruction.

COURSE INFORMATION:

Prerequisite:
 Dress Requirement and Grooming: Industry standard
 Course Length: 180 Hours: 80 Classroom Theory, 100
 Clinical (Community Classroom)
 Curriculum Outline Revision Date: 12/05

CAREER TECHNICAL EDUCATION INDUSTRY SECTOR:

- **Health Science and Medical Technology**

| STATE AND FEDERAL DESIGNATIONS | |
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| System | Designation |
| California Basic Educational Data System Code (CBEDS) | 4283 – Nursing Assistant – Long Term Care |
| California Department of Education (CDE) Industry Sector | F-6 |
| US Department of Education (USDOE) Career Cluster | Health Services |
| US Department of Labor Dictionary of Occupational Titles (DOT) | 355.674-014 Nurse Assistant |

INFORMATION ABOUT COMPETENCY-BASED COURSES

A course description states the scope and content of a course.

Competency is a skill attainment.

Competency is the minimum level of skill a student has to demonstrate to achieve success.

Competency-based instruction measures student success by demonstration of competency and program seat time.

Competency-based instruction targets academic and career technical education to better prepare the individual for transition to either employment and/or higher education.

CALIFORNIA CTE FOUNDATION STANDARDS

The Foundation Standards include general competencies that all students need to master to be successful in the workplace in addition to the competencies listed in the curriculum specific to the occupational area. The Foundation Standards are similar to the competencies identified in the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS) Report. Subcomponents (not listed here) provide further detail about each Foundation Standard. The complete document California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, is available at www.cde.gov.

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Terminology sector.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Terminology sector.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

STUDENT LEARNING GOALS

In order to function as productive, involved members of society, San Bernardino County ROP students will:

1. Demonstrate personal skills that promote success and growth in the workplace

- a. Know the policies, procedures, and regulations regarding health and safety
- b. Understand the importance of responsibility and accountability
- c. Understand the role of ethical behavior
- d. Understand how to work as a member of a team as well as independently

2. Demonstrate career planning that leads to postsecondary education and/or employment

- a. Know the specific requirements in a career pathway for postsecondary education, certification, and/or licensure
- b. Apply effective strategies for self-promotion in the hiring process

3. Demonstrate appropriate application of academic skills and concepts necessary for entry into postsecondary education and/or employment

- a. Apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts
- b. Perform mathematical computations required for industry-specific applications

4. Demonstrate problem solving and critical thinking skills

- a. Use critical thinking skills to make informed decisions and solve problems
- b. Apply appropriate problem solving strategies and critical thinking skills to work-related issues and tasks

5. Demonstrate the use of appropriate technology used in the 21st Century

- a. Identify, analyze and integrate past, present and future technological resources for application in personal, workplace and community environments
- b. Utilize technological skills to enhance personal and career development

| MAJOR INSTRUCTIONAL UNITS | CL Hours | CC Hours | CA Academic Content Standards | HSEE | Activity/ <i>Assessment</i> |
|--|-------------|-------------|----------------------------------|------|--|
| <p>Orientation Unit Objective: Discuss the role of the nurse assistant, including the objectives for the course, student and teacher expectations, related policies, and career opportunities. Unit Competencies:</p> <ul style="list-style-type: none"> A. Review course syllabus, objectives and competencies. B. Discuss the requirements for enrollment and attendance, including the minimum hours of classroom and clinical training. C. Review instructor/student expectations and discuss the course requirements, student evaluation, and grading policies. D. Discuss applicable classroom management procedures and standard expectations, such as behavior, class rules, appropriate dress, and pre-course knowledge. E. Discuss ROP Student Learning Goals (SLGs) and the relationship of the SLGs to the course and employability. F. Discuss the clinical training component, including site rules, policies and procedures and the mandatory minimum hours of training. G. Explain the legal responsibilities of certification after exiting the training program H. Discuss the “next steps” in the course sequence related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures. | 2 | | | | <p>Discuss the course syllabus, required number of hours for classroom theory and clinical training. Review the certification requirements, including finger printing, conviction screening, health screening, and fees associated with the application. Discuss Expected Student Learning Results (ESLR), and relate them to the industry expectations for the certified nurse assistant position. <i>Group discussion and participation.</i></p> |

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| <p>I. Introduction to Certified Nurse Assistant Unit objective: Discuss role and responsibilities of the certified nurse assistant, including scope of practice, liability, ethics, professionalism, and confidentiality. Unit Competencies:</p> <p>A. Identify the role, responsibilities, and professional conduct of the nurse assistant. B. Review the requirements for nurse assistant certification. C. Describe various health care facilities and services available for employment. D. Identify the various members of the health care team. E. Discuss the legal implications of California Code of Regulations of Title 22, Division 5, and OBRA. F. Discuss the legal implications of a patient's medical record including the importance of confidentiality and HIPAA. G. Discuss the professional and ethical behavior expected of the nursing assistant. H. Define the Scope of Practice of a nursing assistant.</p> | 2 | | LA: grades 9/10 Reading 2.0, 2.1 Writing 1.0, 2.0 | ✓ | <p>Use resources, such as the textbook, Internet, or other written materials to identify the code of ethics for nurse assistants. Working in groups, list the characteristics identified in the code. Identify the consequences of unethical behavior, and list them on a flip chart. Present your finding to the class. <i>Class discussion.</i> <i>Peer review.</i> Write a one-page essay comparing ethical and unethical practices in a skilled nursing facility. <i>Writing rubric.</i> <i>Class discussion.</i> <i>Teacher review.</i></p> |
| <p>II. Patients' Rights Unit Objective: Identify and discuss the various parts of the Patient's Bill of Rights including the role of the ombudsman. Unit Competencies:</p> <p>A. Identify signs of abuse, including physical abuse, sexual abuse, emotional abuse, neglect, and financial exploitation.</p> | 2 | 1 | LA: grades 9/10 Reading 2.0, 2.1 Writing 1.0, 2.0 | ✓ | <p>Research and write an essay on the role of the nurse assistant in promoting patient independence and ensuring a patient's rights are respected. <i>Writing rubric.</i> <i>Teacher evaluation.</i></p> |

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| B. Describe the nurse assistant's role in reporting abuse and the legal and ethical implications of not reporting. C. Explain the nurse assistant's role in promoting the independence of patients. D. Give examples that depict the ways in which the nurse assistant ensures a patient's rights are being respected. E. Review Title 22 and Health and Safety Code regulation pertinent to the nurse assistant. | | | | | |
| III. Interpersonal Skills Unit Objective: Discuss the importance of using appropriate communication skills, diversity awareness and sensitivity in the workplace. Unit Competencies: A. Demonstrate positive teamwork skills by contributing to a group effort. B. Identify basic psychological defense mechanisms. C. Practice verbal and nonverbal communication skills applicable to working with patients. D. Identify different personality types and strategies for working effectively with each type. E. Practice business and social etiquette skills appropriate to nursing. F. Discuss the role of business and personal ethics in the decision-making process. G. Evaluate various job-related scenarios and justify decisions based on ethics. H. Demonstrate flexibility and adaptability in working with others. | 2 | | LA: grades 9/10 Reading 2.0, 2.1 Writing 1.0, 2.0 | | Work in a group to research ways to effectively communicate with patients, co-workers, and family members. Present to the class using role-play. <i>Class participation.</i> <i>Teacher evaluation.</i> |

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| I. Demonstrate the use of time management skills. J. Define sexual harassment in the workplace and identify the employee's role and responsibility. K. Discuss Maslow's Hierarchy of Needs as it relates to patient care. L. Discuss how family interaction may affect the patient. M. Discuss socio-cultural factors influencing communication and emotional reactions to illness and disability. N. Describe how attitudes toward illness and health care affect patient care. | | | | | |
| IV. Prevention and Management of Catastrophe and Unusual Occurrences Unit Objective: Discuss the role and responsibility of the nurse assistant in relation to patient safety. Unit Competencies: A. Explain importance of CAL-OSHA. B. Discuss the method used to report a potential safety hazard or injury. C. Recognize the effects of substance abuse in the workplace. D. Discuss Fire and Disaster plans as they relate to the long-term care setting. E. Review proper body mechanics in order to prevent injury to the patient and student. F. Demonstrate the safe application of postural supports/restraints and define the legal and psychological implications of their use. G. Demonstrate the safe application of soft wrist | 1 | 1 | LA: grades 9/10 Reading 2.1 LA: grades 11/12 Reading 2.3 | ✓ | Read safety information from a variety of sources such as equipment manuals for electrical hazards, labels from cleaning solutions, CAL-OSHA documents etc. Analyze and discuss how headings, fonts, color, and graphics are used to help convey the author's message. <i>Class discussions</i> <i>Written and/or oral questions</i> <i>Teacher Evaluation</i> |

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| <p>or ankle restraints.</p> <p>H. Demonstrate the Heimlich maneuver for the conscious patient.</p> <p>I. Demonstrate the Heimlich maneuver for the unconscious patient.</p> <p>J. Explain the proper positioning of a call light.</p> <p>K. Describe how to safely handle Oxygen.</p> <p>L. Explain the correct use of a fire extinguisher.</p> | | | | | |
| <p>V. Body Mechanics Unit Objective: Demonstrate proper body mechanics and positioning techniques in order to prevent injury to patient and student. Unit Competencies:</p> <p>A. Discuss the purpose and rules of proper body mechanics.</p> <p>B. Demonstrate measures used to lift, turn, move, and position a patient.</p> <p>C. Identify the dangers of bed rest and immobility.</p> <p>D. Demonstrate patient ambulation, positioning, and transfer techniques.</p> <p>E. Discuss and demonstrate the proper use of gait belts.</p> <p>F. Demonstrate the safe application of postural supports/restraints and define the legal and psychological implications of their use.</p> | 2 | 4 | | | |
| <p>VI. Medical and Surgical Asepsis Unit Objective: Demonstrate proper hand washing, use of personal protective equipment, and</p> | 2 | 8 | LA grades 9/10 Reading 1.0 | ✓ | Read and summarize information by writing relevant questions about common |

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| <p>methods of Universal/Standard Precautions used in the prevention and spread of disease.</p> <p>Unit Competencies:</p> <p>A. Identify common classifications of microorganisms and the diseases they cause.</p> <p>B. Identify the six parts of the chain of infection.</p> <p>C. Identify basic signs and symptoms of an infection.</p> <p>D. Discuss the basic principles of asepsis.</p> <p>E. Differentiate between contamination, asepsis, and sterile technique.</p> <p>F. Recognize and follow directions using Material Safety Data Sheets (MSDS) when handling hazardous chemicals.</p> <p>G. Describe the methods of Universal/Standard Precautions that prevent the spread of microorganisms.</p> <p>H. Define transmission-based precautions and related terminology, including isolation techniques.</p> | | | | | <p>classifications of microorganisms and the diseases they cause.</p> <p><i>Teacher evaluation.</i></p> |
| <p>VII. Weights and Measures</p> <p>Unit Objective: Demonstrate accuracy in measuring volume, length, and weight using the metric system and/or household measurements.</p> <p>Unit Competencies:</p> <p>A. Identify units of measurement in the metric and household systems for weight, length, and liquid.</p> <p>B. Identify common measuring equipment and describe steps to accurately convert common measurements between the household and metric systems.</p> | 4 | 1 | <p>Math: grade 7 Measurement & Geometry 1.0 Math: grades 9 – 12 Measurement</p> | ✓ | <p>Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems. Complete conversion worksheets. <i>Worksheets and quizzes.</i> <i>Teacher evaluation.</i> Use military time to record patient data. Conversion worksheet. <i>Teacher evaluation.</i></p> |

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| C. Accurately convert traditional time (Greenwich time) to military time. | | | | | |
| <p>VIII. Patient Care Skills Unit Objective: Demonstrate the steps for providing patient care, including safe and routine bathing techniques, oral hygiene, and personal grooming for the patient. Unit Competencies:</p> <p>A. Identify and describe basic anatomy and physiology in normal and abnormal health circumstances.</p> <p>B. Demonstrate safe and routine bathing techniques including bed bath, tub bath, shower, and care of the perineum while providing privacy.</p> <p>C. Demonstrate bathing and medicinal baths, including bran, oatmeal, starch, sodium bicarbonate, Epsom salts, pine products, tar, sulfur, potassium, permanganate or salt.</p> <p>D. Demonstrate assisting a patient with care of personal clothing.</p> <p>E. Demonstrate dressing a patient with or without an IV or tubes.</p> <p>F. Demonstrate steps in providing oral hygiene for the conscious and unconscious patient, including dentures.</p> <p>G. Demonstrate personal grooming of the patient, including hair shampoo, medicinal shampoo, nail care, skin care, and shaving.</p> <p>H. Identify and demonstrate the proper care, handling, and application of prosthetic devices, including the insertion of a hearing</p> | 19 | 44 | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| <p>aid.</p> <p>I. Discuss causes, signs, symptoms, and areas of the body prone to pressure ulcers, including measures used for prevention and treatment.</p> <p>J. Identify the normal and abnormal characteristics of urine and feces and common problems of elimination.</p> <p>K. Demonstrate the proper procedure for assisting a patient with bladder or bowel elimination.</p> <p>L. Describe the care of a patient following an ostomy.</p> <p>M. Discuss the procedure for bowel and bladder retraining and correct documentation.</p> <p>N. Demonstrate method used for weighing and measuring a patient.</p> | | | | | |
| <p>IX. Patient Care Procedures Unit Objective: Define the steps and demonstrate the procedures related to the care of patients and the collection and measurement of specimens, including patients with tubing and dressings. Unit Competencies:</p> <p>A. Identify procedures for collecting and handling specimens, including urine, stool, and sputum.</p> <p>B. Demonstrate the role of the nurse assistant in caring for patients with tubing, including urinary, oxygen, gastric and intravenous.</p> <p>C. Demonstrate dressing a patient with or without an IV or tubes, including urinary, gastric, oxygen, and intravenous.</p> <p>D. Identify the normal and abnormal characteristics of urine and feces and common problems of elimination and correct</p> | 15 | 20 | Math: grades 9 – 12 Number and Operations | ✓ | Use metrics to measure liquid volume. Accurately determine the height and weight of a patient using the metric system and standard feet, inches, and pounds. Record the data in the patient’s chart. |

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| <p>documentation.</p> <p>E. Accurately measure and record intake and output.</p> <p>F. Demonstrate bed-making procedures, including an occupied and unoccupied bed.</p> <p>G. Differentiate between the various types of cleansing enemas and laxative suppositories, including their purpose.</p> <p>H. Demonstrate the application and purpose of TED hose.</p> <p>I. Demonstrate safe and proper placement of oxygen equipment, including a nasal cannula and facemask.</p> <p>J. Demonstrate the application of bandages and non-sterile dry dressings, including the application of non-legend topical ointments to intact skin surfaces.</p> <p>K. Discuss and demonstrate the proper technique for patient admission, transfer, and discharge according to facility policy.</p> | | | | | |
| <p>XIII. Vital Signs Unit Objective: Demonstrate the correct procedure for measuring and recording a patient's temperature, pulse, respiration rate and blood pressure. Unit Competencies:</p> <p>A. Correctly define, spell, and pronounce vital sign key terminology.</p> <p>B. Discuss the purpose for taking and recording a patient's vital signs.</p> <p>C. Discuss factors that influence the patient's vital signs including the normal and abnormal</p> | 8 | 6 | Math: grades 9 – 12 Measurement, Number and Operations | ✓ | Accurately determine a patient's temperature, pulse, respiration rate, and blood pressure. Record your findings. <i>Teacher evaluation.</i> |

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| <p>values.</p> <p>D. Identify the five vital signs, normal ranges, and the body functions measured by each.</p> <p>E. Describe the equipment and methods used to obtain and record a patient's vital signs.</p> <p>F. Demonstrate the correct procedure for measuring and recording a patient's temperature, pulse, and respiration.</p> <p>G. Demonstrate the correct procedure for measuring and recording a patient's blood pressure.</p> <p>H. Discuss potential abnormalities that may be encountered.</p> <p>I. Demonstrate the correct procedure for cleaning, disinfecting, and storing vital sign equipment.</p> | | | | | |
| <p>XIV. Nutrition and Fluid Balance Unit Objective: Discuss the body's need for food and fluids and the special nutritional needs of the elderly. Unit Competencies:</p> <p>A. Identify common nutrients and food sources.</p> <p>B. Describe the food pyramid.</p> <p>C. Describe normal and special diets commonly ordered for patients.</p> <p>D. Demonstrate how to pass a dietary tray correctly.</p> <p>E. Identify alternative ways to meet a patient's need for food and fluids, including nasogastric and gastronomy tubes.</p> <p>F. Demonstrate the use of feeding assistance devices.</p> | 2 | 6 | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| G. List factors signifying significant weight loss or gain and discuss the purpose of diet therapy. | | | | | |
| XV. Emergency Procedures Unit Objective: Demonstrate procedures to be followed in the case of emergencies. Unit Competencies: A. Discuss the method used to report a safety hazard or injury. B. Identify the signs and symptoms of distress. C. Demonstrate appropriate immediate and temporary intervention. D. Identify basic emergency codes used in the long-term care facility. E. List the signs and symptoms of choking. F. Demonstrate the use of the Heimlich – Abdominal Thrust maneuver in the conscious and unconscious patient. | 2 | 1 | | | |
| XIII. The Long Term Care Patient Unit Objective: Identify the psychological, social, spiritual, and recreational needs of the long-term care patient. Unit Competencies: A. List the body systems, including organs, functions, common changes due to the aging process, common diseases, disorders and their common signs and symptoms in the elderly. B. Describe the needs of persons with developmental and mental disorders, including mental retardation, Alzheimer’s disease, cerebral palsy, epilepsy, dementia, and mental | 2 | | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| illness. C. Recognize physical and behavioral needs and changes of the long-term care patient. D. Discuss common community resources available for the needs of the elderly patient. E. Describe the psychological, social, and recreational needs of the long-term care patient. | | | | | |
| XIV. Rehabilitation Nursing Unit Objective: Identify complications from inactivity and steps for prevention. Unit Competencies: A. Discuss rehabilitation (restorative care) and how it promotes independence and the patient’s potential. B. Describe the members and purpose of the rehabilitation team. C. State strategies to promote independence and patient’s optimal potential in the rehabilitation. D. List common adaptive devices and equipment and explain the purposes of each, including hand rolls and splints. E. Identify and assist the patient in activities of daily living (ADL). F. Discuss the relationship between the patient’s self-esteem and family involvement in their care. G. Discuss the possible complications due to inactivity. H. Identify procedures and devices used to promote mobility and ambulation for patients with physical and/or visual impairment. | 2 | 4 | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| I. Demonstrate range of motion and assist patient with range of motion therapies. | | | | | |
| <p>XV. Observation and Charting Unit Objective: Demonstrate proper charting techniques and reporting responsibilities of a nursing assistant to include a flow sheet and basic narrative chart. Unit Competencies:</p> <p>A. Define observation and list the senses used to observe a patient. B. Describe objective and subjective observations and reporting responsibility. C. Discuss the importance of the patient's care plan. D. Discuss the types of charting documents and use for each. E. Identify procedures to use when recording on a patient's chart. F. Identify legal and ethical issues in charting. G. Demonstrate proper use of medical terminology and accepted abbreviations in charting.</p> | 4 | 4 | LA grades 9/10 Reading 1.0, 2.0 Written and Oral English Language Conventions 1.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> Record information about the patient's vital signs on a patient chart. <i>Teacher review.</i> |
| <p>XVI. Death and Dying Unit Objective: Discuss the approaches used to meet common emotional and spiritual needs of the terminally ill patient and his or her family. Unit Competencies:</p> <p>A. Describe the stages of the grieving process defined by Kubler-Ross. B. Identify the emotional and spiritual needs of the patient and family.</p> | 2 | | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| C. Discuss the rights of the dying patient. D. Differentiate between common signs of approaching death and biological death. E. Discuss the care and comfort measures for dying patients. F. Describe the procedure for postmortem care. G. Recognize the role of Hospice in the care of the dying patients. | | | | | |
| XVII. Communication Unit Objective: Demonstrate listening, verbal, and written skills appropriate for nurse assistant. Unit Competencies: A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Practice professional listening and verbal skills for resolving a conflict. C. Demonstrate active listening skills, including techniques for checking for understanding and for obtaining clarification of directions. D. Listen for and process information and directions. E. Read and interpret written information and directions. F. Practice positive body language skills. G. Practice various forms of written communication appropriate to the occupation. H. Discuss socio-cultural factors influencing communication and emotional reactions to illness and disability. | 5 | | LA grades 9/10 Reading 1.0, 2.0 | ✓ | Summarize reading materials by generating relevant questions. <i>Teacher review.</i> |

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| <p>XVIII. Job Search Unit Objective: Demonstrate knowledge of job search skills and the ability to pass the written and practical examination (mock board). Unit Competencies: A. Identify sources of job information, including electronic sources. B. Correctly complete employment application forms and develop an employment resume and cover letter. C. Demonstrate interviewing techniques using appropriate tone and body language. D. Discuss appropriate dress and grooming standards in seeking employment and for the workplace. E. Review company policies and current trends in employee compatibility screening, drug screening, and background checks. F. Demonstrate appropriate attendance and punctuality practices. G. Identify strategies for employment retention.</p> | 2 | | <p>LA grades 9/10</p> <p>Writing 1.0, 2.0, 2.5, 2.6</p> <p>Listening/speaking 1.0</p> | ✓ | <p>Write job applications and resumes that are clear and address the intended audience appropriately. Write a letter of application. Apply appropriate interviewing techniques: Prepare and ask relevant questions; make notes of responses; use language that conveys maturity, sensitivity, and respect; respond correctly and effectively to questions. Complete the written and practical examination for nurse assistant certification. <i>Create a professional portfolio including samples of class work, cover letter, resume, letter of application, letter of introduction, and letter recommendation.</i></p> |

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