



MVTHS--CTE DEPARTMENT

Health Science Technology

Basic Nursing Assistant Training

HE400A/B AVC

14051A001

The course is composed of a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant under the direction of the registered nurse. The units of instruction should include the role of the nurse assistant while covering general health care topics; medical terminology; patients/clients and their environment; special feeding techniques; psychological support and, in long term and terminal illness, death and dying (e.g., chronically ill, children, new mothers, and so on); and all other basic nursing skills. Topics covered typically include normal growth and development; feeding, transporting patients, hygiene, and disease prevention; first aid and CPR; observing and reporting; care of equipment and supplies; doctor, nurse, and patient relationships and roles; procedure policies; medical and professional ethics; and care of various kinds of patients – including long-term care residents. Students will receive a certificate of completion in Basic Nurse Assistant Training upon successful completion of the course.

Students may then apply to take the Nurse Assistant Training examination for certification. Passing this exam is necessary in order to be placed on the registry for the Illinois Department of Public Health as a Certified Nurse Assistant (C.N.A.). The cost of the C.N.A. examination is to be paid by the student. Supplies needed for this course are a watch with second hand, transfer belt, stethoscope, blood pressure cuff, uniform, and white shoes. Students are also required to submit to medical screening and criminal background check.

Length of course:	2 Semesters
Credits per semester	1
Grade level:	11, 12
Prerequisite:	Health Occupation Core Skill recommended
Dual Credit:	Rend Lake College: CNA 1201 – Certified Nursing Assistant (7 credit hours) —Junior/Senior only
Application:	Yes

General Goals/Purposes:

This course will not only prepare those students who are entering the work force, but also college bound students, as completion of a CNA program is required to enter most nursing programs. The students who successfully complete this course should be able to function satisfactorily in the health care facility and provide adequate patient care.

Specific Objectives:

1. Demonstrate proper lifting and transferring techniques.
2. Demonstrate proper techniques for personal hygiene, grooming, feeding and measurements.
3. Demonstrate effective communication skills.
4. Demonstrate understanding of infection control procedures.
5. Demonstrate understanding of patient/resident rights, including the privacy (HIPAA) act.
6. Develop a knowledge of basic body structure and function, medical terminology and common medical conditions.
7. Develop understanding of care of the Alzheimer's/dementia client.
8. Demonstrate proper procedures for cardio-pulmonary resuscitation.
9. Take the state examination for Basic Nurse Assisting in Illinois.

<p>Introduction to Health Care Agencies</p>	<ul style="list-style-type: none"> • Discuss importance of developing good study habits as a medical student. • Identify individual goals for this school year • Identify ways to manage time effectively. • Define test anxiety and coping strategies. • Define key terms in the unit. • Identify changes throughout history in how health care is delivered. • Review the history of nursing and major advancements in medicine. • Explain the purposes and services of health care agencies. • Define holistic health care and its 4 parts. • Briefly explain the structure of the health care organization. • Identify members of the health care team and nursing team. • Discuss government regulations that affect the health care system. • List programs that pay for health care. • Discuss how health care facilities are licensed and evaluated. 		6	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Discussion - Field Experience - Lecture 	<ul style="list-style-type: none"> - Article Review - Essay - Homework (workbook pages) - Journaling - Participation - Teacher observation - Test - Art project 	<ul style="list-style-type: none"> - Handouts - Posters - Teacher handouts - Textbook - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
<p>Role of the Nurse Assistant</p>	<ul style="list-style-type: none"> • Explain the history of the nurse assistant and current trends affecting nurse assistants. • Explain the OBRA law, when and why it was enacted. • List role limits for the nurse assistant, including dual certificated assistants. • Identify different types of nurses and their educational requirements/duties. • Describe the different patterns of nursing care and how the nurse assistant fits into each. • Explain the training requirements for the nurse assistant in the state of Illinois and compare to the minimum national requirements. • Explain the purpose of the job description. • Identify the steps of the delegation process. • Demonstrate how critical thinking plays a role in the delegation process. 		6	<ul style="list-style-type: none"> - Lecture - Discussion - Audio visual electronic presentation - Role play - Field experience 	<ul style="list-style-type: none"> - Test - Participation - Homework (workbook pages) - Teacher observation - Worksheets - Journaling 	<ul style="list-style-type: none"> - Textbook - Workbook - Worksheets - St. Mary's Good Samaritan Hospital - Countryside Manor

Career Management Skills	<ul style="list-style-type: none"> • Define key terms in the unit. • List good health and personal hygiene practices. • Describe how to dress and look professional in the health care setting. • Describe the personal attributes of the successful nurse assistant. • Discuss careers that interest the students and how they can obtain more information about careers and colleges. • List and describe the steps of the job seeking process. • Identify the purpose of a portfolio and its contents. • Discuss rewards, discipline, probationary periods, orientation, mentorships and employee handbooks. • Define personal ethics and give examples of ethical behavior. • Define chain of command and explain its' use • Identify steps to effective conflict resolution. • Discuss ways to cope with change in the workplace. • Define customer service and list ways to provide exceptional customer service. • Define stress and list ways to manage stress. • Explain the aspects of harassment. • List the steps for resigning from a job. • Identify common reasons for losing a job. • Review formulas for figuring salary and taxes. 		<p style="text-align: center;">10</p>	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Group Activities - Research - Role play - Video 	<ul style="list-style-type: none"> - Journaling - Participation - Teacher observation - Test - Workbook pages - Worksheets - Writing assignment 	<ul style="list-style-type: none"> - Career Cruising program - Computer Lab - Internet - Magazines/newspapers - Teacher handouts - Textbook - Various supplies - Video - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor - Career Success book
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<p>Patient and Resident Rights</p>	<ul style="list-style-type: none"> • Define key terms in unit. • Give examples of resident and patient rights and the nurse assistant's role in protecting those rights. • Discuss legal aspects of health care delivery. • List common legal violations related to health care and how to avoid them. • Define abuse, and give examples of different types of abuse and neglect. • Discuss mandated reporting and what to do if the nurse assistant suspects abuse/neglect. • Explain the difference between ethical and legal issues. • List examples of medical ethics dilemmas. • Describe the HIPAA law and how the nurse assistant adheres to this law. • Discuss careers in this area. 		<p>6</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations for illustration - Discussion - Field Experience - In-class assignments - Lecture - Reading Assignments - Video 	<ul style="list-style-type: none"> - Homework - Journaling - Participation - HIPAA Quiz - Teacher observation - Test - Workbook pages 	<ul style="list-style-type: none"> - Teacher handouts - Textbook - Videos/DVD's - Workbook - Sample brochures - St. Mary's Good Samaritan Hospital - Countryside Manor - Career Success book
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<p>Those We Care For: Patients, Residents and Clients (psychosocial issues)</p>	<ul style="list-style-type: none"> • Define key terms in unit. • Identify the steps on Maslow's Hierarchy of Basic Needs. • Describe the different types of clients taken care of in health care. • Compare and contrast acute, chronic and terminal illnesses. • List general risk factors for disease. • List the general classifications of disease. • Describe the stages of human growth and development using Erikson, identifying the major milestones. • Explain how culture and religion influence health and illness. • Explain the concept of cultural diversity and ways to respect diversity. • Define terms related to discrimination and give examples. • Explain the difference between sex and sexuality and how it can be affected by illness. • Define terms related to culture and religion. • Describe common religious faiths and special practices the nurse assistant needs to be aware of. • Identify common religious items that may be used by residents. • Define proselytizing. • Identify careers in this area. 		7	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Lecture - Project based - Reading Assignments - Research - Video - activity 	<ul style="list-style-type: none"> - Essay - In-class assignments - Journaling - Participation - Project activities (art) - Rubric - Teacher observation - Test - Worksheets 	<ul style="list-style-type: none"> - Handouts - Rubric - Textbook - Various supplies-art - Videos/DVD's - Rubric - Workbook - Worksheets - Examples of religious articles - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Communicating in the Health Care Agency</p>	<ul style="list-style-type: none"> • Define key terms in this unit. • Compare and contrast verbal and nonverbal communication. • Describe the communication process. • Identify techniques to promote effective communication, as well as blocks to effective communication. • List types of therapeutic and non-therapeutic techniques. • Demonstrate use of therapeutic techniques. • Review the basic levels of organization in the human body and its systems. • Define prefix, suffix, word root, combining vowel and combining form. • Define directional terms, planes, and abdominal regions/quadrants we use for descriptive purposes. • Define common prefixes, suffixes, combining forms and abbreviations used in health care. • List abbreviations on the do not use list. • Discuss Latin roots of abbreviations • Discuss proper pronunciation/spelling of medical terms and use of dictionary. • Correctly put together and take apart medical terms. • Compare and contrast reporting and recording. • Discuss the use of the medical record and what it contains. • Describe rules for telephone and computer etiquette in health care. • Explain the importance of the nurse assistant role in communicating with the nursing team. • Discuss patient education and the nurse assistant's role in reinforcing teaching. • Differentiate between objective and subjective data and what observations should be reported to the nurse. • List the steps of the nursing process and the nurse assistant role in each. • Identify careers in this area. 		<p>10</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Video - Manipulative s (puzzle/clock) - Activity - lecture 	<ul style="list-style-type: none"> - In-class assignments - Journaling - Laboratory - Participation - Quizzes - Teacher observation - Workbook pages - Worksheets 	<ul style="list-style-type: none"> - Handouts - Textbook - Videos/DVD's - Workbook - Manipulative (puzzle/flash cards/clocks) - Smart Board - St. Mary's Good Samaritan Hospital) - Countryside Manor - Worksheets - Sample medical record - Career Success book
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<p>Infection Control</p>	<ul style="list-style-type: none"> • Define key terms in this unit. • Identify the conditions that microbes need to live and grow. • Give examples of diseases caused by the different types of microbes. • List the signs and symptoms of infection. • Differentiate between infection and inflammation. • Identify terms immunity and epidemiology. • Discuss the age related changes in the immune system. • Explain the chain of infection and chart a microbe through it. • Identify ways that this chain can be broken. • Define nosocomial infections (HCAI's) and the persons at risk. • Compare and contrast medical and surgical asepsis and practices for each. • Describe the difference between disinfection, sanitization and sterilization. • Explain how to care for equipment and supplies. • Explain the purpose and practice of Standard Precautions. • Identify the different kinds of personal protective equipment (PPE). • List the steps for proper hand washing technique. • Explain the purpose of Transmission based precautions, and list the 4 types. • Give examples of infections/conditions that would require the different types of transmission based precautions. • Discuss how to set up an isolation room, and special guidelines in caring for an isolation client. • Explain what the Blood borne pathogen standard is. Describe how blood borne pathogens are spread. • List the 3 major blood borne diseases HCW's may be exposed to. • Describe the symptoms, diagnosis and treatment of tuberculosis. 		<p>7</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Modeling/demonstration 	<ul style="list-style-type: none"> - Journaling - Participation - Teacher observation - Test - Workbook pages - Worksheets - Return demonstration 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies-gloves, masks, gowns, hair/shoe covers - Isolation cart - Biohazard bag/sharps container/isolation signs - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Safety in the Health Care Facility</p>	<ul style="list-style-type: none"> • Define key terms in the unit. • Define OSHA and its purpose. • Explain the purpose and rules of body mechanics. • Define ergonomics and how it can decrease accidents. • Identify causes, and signs/symptoms of back injuries. • Describe how to help a person who is falling. • List chemical hazards found in the health care setting. • Identify what the MSDS is used for. • Identify electrical hazards in the health care setting and safety precautions needed. • Identify procedure for taking malfunctioning equipment out of service. • Discuss common pests and how to handle a pest sighting. • List the pre and post procedure tasks done to ensure client safety and comfort. • Discuss the nurse assistant role in maintaining supplies. • Identify the 3 elements needed for a fire. • Describe the RACE fire plan and use of a fire extinguisher. • Discuss various disaster emergencies that might occur and the nurse assistant role. • Identify examples of common emergency codes. • Discuss evacuation procedures and safe disaster carries. • Identify factors that put clients at risk for accidents. • Discuss workplace violence, personal safety and security emergencies. • Identify safety concerns for restraint usage and interventions for restraint alternatives. • Identify careers in this area. 		8	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Demonstration - Field Experience - Laboratory - Lecture - Video 	<ul style="list-style-type: none"> - In-class assignments - Journaling - Laboratory - Participation - Teacher observation - Test - Workbook pages - Return demonstration 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies- restraints - Videos/DVD's - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p><i>The Musculoskeletal System</i></p>	<ul style="list-style-type: none"> • Define key terms in unit. • Identify the major parts of the musculoskeletal system, including types of bones and muscle tissue. • Describe the functions of this system. • List the age related changes of this system. • Explain complications of immobility. • List types of bed rest and reasons for them being ordered. • Describe proper body alignment and why it is important. • Identify different body positions and the purpose of frequent repositioning. • Identify safety procedures when ambulating and transferring. • Identify different types of mobility equipment used. • Discuss the use of the gait belt and its contraindications. • Discuss techniques for safe lifting and transferring. • Discuss normal range of motion and techniques for ROM exercises. • Discuss the use of the mechanical lift. • Describe the safe use of heat and cold applications and the nurse assistant role. • Discuss major disorders of the musculoskeletal system, their diagnosis and treatment. • Discuss cast care and traction. • Discuss rehabilitation and what it entails. • Give examples of adaptive equipment. • Define restorative care and give examples. • Identify careers in this area. 		<p>10</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Modeling/demonstration - Video 	<ul style="list-style-type: none"> - Journaling - Laboratory - Participation - Student guided practice - Teacher observation - Return demonstration - Test - Workbook pages 	<ul style="list-style-type: none"> - Handouts - Textbook - Videos/DVD's - Workbook - Various supplies-skeleton, wheelchair, walker, cane, crutches, geri-chair, gait belts, hot and cold packs, braces - Mechanical lift and sling - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Admissions, Transfers and Discharges</p>	<ul style="list-style-type: none"> • Define key terms in unit. • Describe different types of rooms in health care agencies. • Identify OBRA regulations related to the resident environment and the nurse assistant role in seeing they are met. • Describe the standard furniture and equipment used in client's rooms. • Describe care of client's personal items. • Identify the types of scales used in weight. • Demonstrate the correct way to measure height and weight. • Identify the steps in the admission, transfer and discharge process and the nurse assistant role. • Define AMA and describe how to handle this situation. • Identify the nurse assistant role in the physical exam and identify basic equipment used. • Differentiate between open, closed and surgical beds. • Describe linen handling by the rules of medical asepsis. • Identify the different pieces of linen used. • List steps of the bed-making procedure. • Identify careers in this area. 		6	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Modeling - Video 	<ul style="list-style-type: none"> - Journaling - Laboratory - Participation - Quiz - Teacher observation - Workbook pages - Return demonstration 	<ul style="list-style-type: none"> - Textbook - Various supplies- linens, physical exam equipment, patient ID bracelet, scale, tape measure - Videos/DVD's - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Personal Hygiene and Grooming</p>	<ul style="list-style-type: none"> • Define key terms in unit. • List practices that make up personal hygiene and grooming. • Discuss importance of respecting personal and cultural preferences. • List situations that might require more frequent oral care. • Describe the safest way to handle dentures. • List the steps of performing oral care. • Explain why perineal care is important and the sensitivity issues that might arise. • Demonstrate proper draping technique. • List the steps of male and female perineal care. • Compare/contrast care for the circumcised and uncircumcised male. • List the methods for bathing. • List the observations the nurse assistant needs to make while bathing. • List supplies needed for bathing. • Give the proper temperature for bath water. • Discuss behavioral issues that could occur during personal hygiene and how to handle them. • Explain the benefits and contraindications for massage and review hand placement. • Identify common conditions of the scalp. • Identify factors that might affect hair care. • List observations to make while performing hair and nail care. • Explain how to care for matted/tangled hair. • Discuss care of wigs, hairpieces and religious head coverings. • List steps for shampooing hair and methods available. • Discuss shaving techniques for males and females and safety precautions. • List the steps and equipment used in nail care. • Describe rules for changing gowns and clothing. • Describe techniques for applying makeup. • Identify careers in this area. 		<p>10</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Demonstration - Field Experience - Laboratory - Lecture - Modeling - Role play - Video 	<ul style="list-style-type: none"> - Demonstration - Journaling - Laboratory reports - Participation - Teacher observation - Test - Workbook pages 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies-mannequin, bathing supplies, dentures, model of tooth - Video - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Clinical Practicum Countryside Manor</p>	<ul style="list-style-type: none"> • Discuss clinical expectations and evaluation of performance. • Orientation to long term care facility, including tour, daily routine and emergency procedures. • Practice skills learned in clinical setting of long term care. • Complete facility evaluation and reflection paper of experience. 		<p>30</p>	<ul style="list-style-type: none"> - Discussion - Field Experience - Lecture/tour - Modeling 	<ul style="list-style-type: none"> - Journaling - Laboratory- state mandated skills return demonstration - Participation - Teacher observation 	<ul style="list-style-type: none"> - Handouts - Various supplies - Countryside Manor - Career Success book
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<p><i>The Cardiovascular and Respiratory System</i></p>	<ul style="list-style-type: none"> • Define key terms in the unit. • List the organs of the cardiovascular and respiratory systems. • Describe the functions of each organ. • Trace a drop of blood through the heart. • List the effects of aging on the CV and Respiratory systems. • Describe common disorders of the CV and respiratory systems. • List diagnostic and treatment procedures used in the cardiovascular and respiratory systems. • List the guidelines for safe use of oxygen therapy. • Discuss respiratory assistance and the equipment used (ventilators, suctioning and chest tubes) and the nurse assistant guidelines for providing safe care. • Discuss the concept of cardiac rehabilitation. • List risk factors for cardiovascular disease and how to live a heart healthy lifestyle. • Identify careers in this area. 		<p>7</p>	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations - Discussion - DVD - Field Experience - Laboratory - Lecture 	<ul style="list-style-type: none"> - Journaling - Laboratory reports - Participation - Teacher observation - Test - Workbook pages - Worksheets 	<ul style="list-style-type: none"> - DVD - Handouts - Textbook - Various supplies-respiratory therapy equipment, patient education brochures - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p><i>Vital signs</i></p>	<ul style="list-style-type: none"> • Explain why and when we measure vital signs. • List factors affecting vital signs. • Identify equipment used and its safe use. • Identify the purpose of the pulse oximeter and how it is used. • List sites for taking temperature, normal ranges and pros and cons for each site. • Identify different pulse sites and when they are used. • Describe the different qualities of the pulse and terms used. • Define terms associated with describing respirations. • Describe the sounds heard during the blood pressure and how they correlate to what the heart is doing. • Give normal vital sign ranges for adults. • Discuss proper recording and reporting of vital signs. • Identify formula conversions and demonstrate proper conversion of measurements and graphing. 		<p>7</p>	<ul style="list-style-type: none"> - Lecture - Audio visual electronic presentation - Modeling - Laboratory - Discussion - Field experience 	<ul style="list-style-type: none"> - Journaling - Participation - Workbook pages - Worksheets - Unit test - Teacher observation - Laboratory reports - Return demonstration 	<ul style="list-style-type: none"> - DVD - Textbook - Workbook - Handouts - Worksheets - Various supplies- vital sign equipment, pulse oximeter - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p><i>CPR and First Aid Certification</i></p>	<ul style="list-style-type: none"> • Discuss the steps in responding to an emergency. • Discuss EMS and ER services and careers. • List the chain of survival. • Demonstrate how to assess a victim. • Describe how to assess EMS and what to tell them. • Describe infection control and safety precautions needed in an emergency. • List the contents of a first aid kit. • Discuss legal issues regarding emergency care. • Define cardiac and respiratory arrest. • List the signs/symptoms of a heart attack and stroke and what should be done. • Discuss symptoms of a seizure and first aid. • Identify causes of bleeding and first aid for bleeding emergencies. • Define internal bleeding, and steps in caring for the shock victim. • List symptoms of allergic reactions and use of the Epi-Pen. • Discuss breathing emergencies and first aid for them. • Discuss choking and care of the choking victim. • List symptoms of a diabetic emergency and what actions to take. • Describe types of musculoskeletal, head and spinal injuries and how to care for them. • Discuss heat and cold emergencies, and how to care for hypothermic and hyperthermic victims. • Discuss poisonings and what actions to take. • Discuss electrical injuries and burns and what actions to take. • Discuss animal and insect bites and what actions to take. • List the steps for CPR for an adult, child and infant. • List the steps in using an AED and safety precautions. • Explain what an AMBU bag is and how it is used. 		<p>10</p>	<ul style="list-style-type: none"> - Demonstration - Discussion - Laboratory - Lecture - Video 	<ul style="list-style-type: none"> - Laboratory - Participation - Teacher observation - Test - Workbook pages - Return demonstration 	<ul style="list-style-type: none"> - Textbook - Various supplies-CPR training mannequins, AED, dressing supplies, epi-pen - Video/DVD - Workbook - American Heart Association textbooks for Heartsaver First Aide and Healthcare provider CPR
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<p>Care Of the Terminally Ill Patient/Resident</p>	<ul style="list-style-type: none"> • Define key terms in this unit. • Give examples of terminal illnesses. • List Kubler-Ross's 5 stages of grief and how they affect the client and family. • Discuss advanced directives and end of life wishes. • Describe care concerns when caring for a terminal patient, especially the importance of good hygiene. • Discuss the concept of palliative care and hospice. • Discuss the impact of caring for a dying client on the caregiver. • List the signs of impending death. • Discuss the care of the family during the dying process. • Discuss religious and cultural concerns relating to death. • Describe the process of post-mortem care and the role of the nurse assistant. • Discuss the mourning process and options for final disposition. • Discuss sudden and violent deaths and how they affect the family and health care professional. • Discuss the role of the funeral home. • Identify careers in this area. 		6	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Video 	<ul style="list-style-type: none"> - Essay - Journaling - Laboratory - Participation - Rubric - Test - Workbook pages - Teacher observation 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies- patient education brochures - Post mortem kit - Video/DVD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p><i>The Integumentary System: Caring for Wounds and the Skin</i></p>	<ul style="list-style-type: none"> • Define key terms listed in the unit. • List the layers of the skin. • Describe accessory structures and their purposes. • Discuss the major functions of the integumentary system. • List the effects of aging on the integumentary system. • Discuss common disorders of the skin, their diagnosis and treatment. • Describe how pressure ulcers form, ways to treat them and how to prevent them. • List risk factors for developing pressure sores. • Identify different types of wounds. • Discuss the healing process of wounds. • Discuss observation of the skin and what to report. • Identify careers in this area. 		4	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Video 	<ul style="list-style-type: none"> - Article Review - In-class assignments - Journaling - Participation - Quiz - Teacher observation - Workbook pages 	<ul style="list-style-type: none"> - Handouts - Magazine/newspaper articles - Textbook - Various supplies-wound care products - Video/DVD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
<p><i>The Endocrine System and Diabetes</i></p>	<ul style="list-style-type: none"> • Define key terms in this unit. • List the glands that make up the endocrine system, their location and functions. • Describe the feedback system that controls the function of endocrine glands. • List main hormones, where they come from and their function. • List the effects of aging on the endocrine system. • Discuss common disorders of the endocrine system, their diagnosis and treatment. • Discuss diabetes and the special care needs associated with diabetes. • Identify careers in this area 		5	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture - Video - activity 	<ul style="list-style-type: none"> - Demonstration - In-class assignments - Journaling - Laboratory reports - Participation - Quiz - Teacher observation - Workbook pages 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies-patient education brochures, ball, blood sugar machine and supplies - Video/DVD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor

<p>Care of the Surgical Patient</p>	<ul style="list-style-type: none"> • Define key terms in chapter. • Differentiate between elective, urgent and emergent surgery. • Discuss concept of outpatient surgery. • Define anesthesia and list the different types used. • Discuss the phases of the surgery experience, and identify the different areas of the surgical department. • Discuss the role of the nurse assistant in preoperative care. • Discuss the emotional and spiritual needs of the surgery client. • Discuss the role of the nurse assistant in post operative care. • List the potential complications of surgery. • Describe coughing and deep breathing exercises. • Discuss the use of sequential compression devices, TED hose, and binders. • Review the purpose of sterile technique and sterile gloving. • Identify legal issues related to surgery. • List what observations to make and report in caring for the post operative client. • Discuss careers in this area. 		<p>4</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Demonstration - Discussion - Field Experience - Laboratory - Lecture - Modeling 	<ul style="list-style-type: none"> - Demonstration - Journaling - Participation - Quiz - Teacher observation - Workbook pages 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies- examples of equipment - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p>Clinical Practicum- St. Mary's Good Samaritan Hospital</p> <p>Job shadowing</p>	<ul style="list-style-type: none"> • Orientation to hospital, including emergency procedures, confidentiality, patient satisfaction, hand hygiene, nursing rounds, identification bracelets, mission statement, and facility tour. • Discuss expectations in the hospital setting. • Practice nursing skills in the hospital setting. • Complete evaluation and reflection paper. • Identify areas of career interest (acute care, long term care or other agencies). • Observe in areas of interest, interviewing employees and learning about career. • Meet with mentor to discuss assignments, questions and concerns. • Complete a project related to job shadowing experience. 		<p>10-12</p> <p>7-8</p>	<ul style="list-style-type: none"> - Discussion - Lecture/tour - Field experience - Student Observation - Student interviews 	<ul style="list-style-type: none"> - Teacher Observation - Participation - State mandated skills return demonstration - Journal reports - Final project 	<ul style="list-style-type: none"> - Handouts - Rubric for final project - St. Mary's Good Samaritan Hospital - Computer lab/internet - Career Success Book
<p>Caring for the Cancer and AIDS Patient</p>	<ul style="list-style-type: none"> • Define key terms in unit. • Define cancer. • Discuss different types of cancer and how they are staged. • Discuss the warning signs of cancer using CAUTIONS. • Discuss the importance of self exams and preventative health care. • Identify lifestyle changes that can decrease cancer risk. • Discuss diagnosis and treatment options for cancer. • Discuss the physical, social, emotional and spiritual needs of the cancer/AIDS patient. • Define AIDS AND HIV. • Discuss risk factors for contracting HIV and how to prevent contracting it. • List the stages of HIV/AIDS. • Discuss how AIDS was discovered. • List treatment options. • Discuss legal issues surrounding AIDS patients. • Discuss infection control techniques in caring for the AIDS patient. • List what observations to make and report. • Discuss the stigma associated with HIV/AIDS. • Discuss cultural concerns associated with AIDS. • Identify careers in this area. 		<p>4</p>	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Lecture - Role play - Video 	<ul style="list-style-type: none"> - Homework - Journaling - Participation - Teacher observation - Test - Workbook pages - Art project 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies-model, art supplies, patient education brochures - Video/DVD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor

<p>Care of the Obstetric and Pediatric Client</p>	<ul style="list-style-type: none"> • Define the key terms in this unit. • List the structures of the male and female reproductive system and their functions. • List the effects of aging on the reproductive systems. • Discuss common disorders of the reproductive systems, their diagnosis and treatment. • Identify the types of sexually transmitted infections and their symptoms. • Discuss the menstrual cycle and the process of fertilization. • Demonstrate how to calculate estimated date of confinement. • Describe the changes in the body during pregnancy. • Discuss changes that a new baby brings to the family unit. • Discuss complications of pregnancy and childbirth. • List the stages of labor and delivery. • Discuss infant demise and its effects on the family. • Discuss infertility and ART, and ethical dilemmas surrounding this issue. • List common methods of contraception. • Discuss the role of the nurse assistant in the care of the antepartum and postpartum patient. • List the steps for administering a sitz bath and vaginal douche. • List the safety precautions taken on the OB and pediatric unit. • Demonstrate how to properly hold a baby. • List normal newborn characteristics. • Discuss normal vital sign ranges for pediatric patients. • Review each stage of development and what the nurse assistant does to meet physical, emotional and social needs. • List what observations to make and report. • Review child abuse and define Munchausen by Proxy. • Calculate pediatric drug dosages. • Identify careers in this area. 		6	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Laboratory - Lecture - Video 	<ul style="list-style-type: none"> - In-class assignments - Journaling - Participation - Test - Workbook pages - Worksheet 	<ul style="list-style-type: none"> - Handouts - Textbook - Various supplies-patient education brochures and equipment - Video/DVD - Wall charts - Workbook - Worksheet - St. Mary's Good Samaritan Hospital
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<p><i>The Nervous and Sensory Systems</i></p>	<ul style="list-style-type: none"> • Define key terms in this unit. • List the structures that make up the 2 divisions of the nervous system. • Discuss the main parts of the brain, eye and ear. • Discuss the main functions of the nervous and sensory systems. • Describe the process of how we see and hear. • Discuss the senses of smell, taste and touch. • Discuss common disorders of the nervous and sensory systems, their diagnosis and treatment. • List the effects of aging on the nervous and sensory systems. • List the OBRA requirements for comfort, rest and sleep. • Describe the 4 types of pain and factors that affect pain. • List signs and symptoms of pain, descriptive terms used, and interventions to relieve pain. • Explain the importance of meeting basic needs to promote rest. • Identify signs when rest is needed. • Identify common sleep disorders. • Explain the circadian rhythm and the stages of sleep. • Discuss why we dream. • List the sleep requirements for each age group. • List measures for promoting rest and sleep. • List techniques in caring for vision and hearing impaired clients. • Describe how to care for glasses, contact lenses, hearing aids and prosthetic eyes. • Identify careers in this area. 		6	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Laboratory - Lecture 	<ul style="list-style-type: none"> - In-class assignments - Journaling - Laboratory report - Rubric - Teacher observation - Test - Workbook pages 	<ul style="list-style-type: none"> - Guest Speaker - Handouts - Model of brain and eye - Textbook - Various supplies - Video/DVD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor
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<p><i>Caring for Psychiatric and Developmentally Disabled Clients</i></p>	<ul style="list-style-type: none"> • Define key terms in the unit. • Define developmental disability. • Discuss causes of DDs. • Describe special care needs of DDs. • Identify the most common DDs. • Discuss diagnosis, treatment, housing and rehabilitation options. • Discuss the concept of mental health. • Identify coping and defense mechanisms people use. • Discuss the treatment of mental illness throughout history. • Discuss current treatments of mental illness. • Discuss how mental illnesses are diagnosed. • Describe the major types of mental illnesses. • Discuss behavioral symptoms of the mentally ill client and interventions. • Discuss the stigma of mental illness and related disabilities. • Review therapeutic communication and techniques for communicating with the mentally ill client. • Identify careers in this area. 		5	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - Lecture 	<ul style="list-style-type: none"> - Journaling - Participation - Teacher observation - Test - Workbook pages - Worksheet 	<ul style="list-style-type: none"> - Brochures - Handouts - Textbook - Various supplies - patient education - Workbook - Worksheet - St. Mary's Good Samaritan Hospital - Countryside Manor
<p><i>Caring for the Dementia Patient</i></p>	<ul style="list-style-type: none"> • Define key terms in this unit. • Understand the difference between dementia and delirium. • Describe the major causes and types of dementia. • List and describe the stages of Alzheimer's disease (AD). • Discuss behaviors in AD clients and techniques to use. • Discuss what communication techniques to use. • Compare and contrast validation therapy and reality orientation. • Describe considerations to keep in mind when providing daily care. • List measures to maintain and enhance quality of life. • Discuss treatment and housing options. 		12	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations - Discussion - Field Experience - In-class assignments - Lecture - Role play - Video 	<ul style="list-style-type: none"> - Essay - Journaling - Participation - Craft Project - Teacher observation - Test - Workbook pages - Worksheets 	<ul style="list-style-type: none"> - Guest Speaker - Handouts - Textbook - Various supplies-patient education materials, art supplies - Video/DVD/CD - Workbook - St. Mary's Good Samaritan Hospital - Countryside Manor

	<ul style="list-style-type: none"> • Describe the effects of AD on caregivers and families and strategies to cope. • Discuss research and advances in AD. • Discuss how AD was discovered and how it affects the brain. • Describe how AD is diagnosed. • Discuss the concept of task segmentation and how to use it. • Describe projections of cases of AD in the US. 					
Home Health Care	<ul style="list-style-type: none"> • Define key terms in unit. • Describe the types of home health care. • Identify ways HHC is paid for. • List the members of the HHC team. • List responsibilities of the home health aide. • List the personal attributes of a successful HHA. • Discuss safety and infection control procedures while caring for the home (meal preparation, cleaning and laundry). • Discuss how to handle medical emergencies. • List personal safety tips while travelling. • Discuss documentation of care in the home setting. 		3	<ul style="list-style-type: none"> – Audio/visual - overhead transparencies and electronic presentations – Discussion – Lecture 	<ul style="list-style-type: none"> – Workbook pages 	<ul style="list-style-type: none"> – Handouts – Textbook – Workbook
Preparation for CNA Examination	<ul style="list-style-type: none"> • Navigate the Nurse Aide testing website and the Illinois department of Public Health Website. • Identify and complete procedures for registering for the state test. • Discuss the purpose of the health care worker registry, and demonstrate how to access it. • Identify the practice test portal online and take practice tests. • Discuss continuing education required for CNAS and maintaining good standing on the registry. • Complete final resume and reference list. • Identify items for career portfolio and why the portfolio is used. 		6	<ul style="list-style-type: none"> – Lecture – Discussion – Practice test online 	<ul style="list-style-type: none"> – Practice CNA test – Portfolio 	<ul style="list-style-type: none"> – Registration forms for test – Computer lab – Illinois Dept. of Public Health and Nurse Aide testing websites – Handout on testing information – Portfolio rubric and plastic sleeves – Career Success book

Materials to be Used in the Classroom

Textbook:

- Carter, Pamela J., *Lippincott's Textbook for Nursing Assistants*, Wolters, Kluwer/Lippincott, Williams, and Wilkins, 2nd Edition (2008).
- Carter, Pamela J., *Lippincott's Workbook for Nursing Assistants*, Wolters, Kluwer/Lippincott, Williams, and Wilkins, 3rd Edition (2011).

Additional References:

- American Heart Association BLS for Health Care Providers (updated 2010)
- American Heart Association Heart Saver First Aid (updated 2010)
- Fruehling, Rosemary and Moore, Roberta. *Career Success: The Attitude Advantage*. Goodheart-Wilcox, 1st edition (2011).

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