

**MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM  
NURSING ASSISTANT  
COURSE OUTLINE**

**1. Course Title:**

Nursing Assistant

**2. CBEDS Title:**

Nursing Services

**3. CBEDS Number:**

4280

**4. Job Titles:**

**O\*NET Codes**

**Personal and Home Care Aide**

39-9021.00

Caregiver, Personal Care Assistant, Non-Medical Personal Care Assistant Community Living Specialist, Companion, Direct Service Provider, Habilitation Training Specialist, Individual Service Staff, Personal Care Provider, Personal Home Care Aide)

**Psychiatric Aide**

31-1013.00

(Psychiatric Technician, Residential Counselor, Mental Health Worker, Therapeutic Program Worker, Certified Nursing Assistant, Mental Health Technician, Nursing Assistant, Developmental Aide, Psychiatric Aide, Psychiatric Nursing Aide)

**Nursing Aide, Orderly, and Attendant**

31-1012.00

(Nursing Assistant, Psychiatric Attendant, Nurse Aide, Nursing Aid, Patient Care Technician, Resident Assistant, Caregiver, Patient Care Assistant)

**Registered Nurse**

29-1111.00

(Registered Nurse, Staff Nurse, Staff Registered Nurse, Charge Nurse, Operating Room Registered Nurse, Clinical Nurse, Oncology Registered Nurse, Relief Charge Nurse, Cardiac Care Unit Nurse, Coronary Care Unit Nurse)

**Licensed Practical and Licensed Vocational Nurse**

29-2061.00

(Licensed Practical Nurse, Charge Nurse, Clinic Nurse, Office Nurse)

**5. Course Description:**

This course is recommended for students considering a career in nursing or other health career occupation. Upon completion, *Nursing Assistant students* will demonstrate appropriate competencies: Introduction to Nursing Assistant, Patients' Rights, Communication/Interpersonal Skills, Prevention & Management of Catastrophe & Unusual Occurrences, Body Mechanics, Medical & Surgical Asepsis, Weights & Measures, Patient Care Skills, Patient Care Procedures, Vital Signs, Nutrition, Emergency Procedures, Long-Term Care Resident, Rehabilitative Nursing, Observation & Charting, and Death and Dying. *Home Health Personal Care Aide students* will demonstrate appropriate competencies: Introduction to Home Care, Infection Prevention and Safety in the Home, Medical & Social Needs, Personal Care Services, Meal Planning, Shopping,

## Nursing Assistant

Preparation and Storage, The Clean, Safe, and Healthy Home Environment and Managing Time, Energy and Money in the Home.

\*Integrated throughout the course are Career Preparation Standards, which include Workplace Basic Skills and Behaviors, Career Technical Skills, and Job Employment Skills.

\*Classroom instruction is composed of 170 hours of theory studies.

\*During clinical community classroom training, students will work with licensed Nursing Instructor and licensed Nursing Supervisor in long-term care facilities for 100 hours.

The NA program will meet all of the criteria for the Nursing Assistant program that currently has UC and CSU approval as an a-g course. It counts as an Area g-College Preparatory Elective course. If your student applies for admission to a UC or CSU school the student will add this course as an Area G-College Prep Elective on their application. The grade will count in your overall high school GPA and in the UC and CSU GPA's when they apply to those schools.

This course *does not* offer the California State Certification exam for the Nurse Assistant students. Students that pass the BLS/CPR testing will receive a certificate from the American Heart Association.

### 6. Hours:

Class Theory/Lab	172
CC/Clinical	188
<b>Total Hours</b>	<b>360</b>

### 7. Prerequisites:

Must be 16 years of age or older and able to provide a valid CA I.D.

### 8. Date of Revision:

October 31, 2016

### Date Re-Approved:

November 8, 2018

### 9. Course Outline:

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

## CAREER PREPARATION STANDARDS

- I. **WORKPLACE BASIC SKILLS AND BEHAVIORS**  
(MVRP ESLR #1)
  - A. Apply skills learned in class
  - B. Analyze information and make decisions
  - C. Communicate verbally and in writing
  - D. Work independently and as a team member in a diverse workplace
  - E. Work reliably, responsibly, and ethically

**II. CAREER TECHNICAL SKILLS**

*(MVROP ESLR #2)*

- A. Use appropriate technology
- B. Understand and practice occupational safety standards.
- C. Demonstrate an awareness of how an industry functions.

**III. JOB EMPLOYMENT SKILLS**

*(MVROP ESLR #3)*

- A. Develop a plan to achieve career goals.
- B. Use effective job search strategies.
- C. Demonstrate an awareness of the importance of lifelong learning.

**NURSING ASSISTANT  
OCCUPATIONAL COMPETENCIES**

**IV. INTRODUCTION TO NURSE ASSISTING (Module 1)**

*(MVROP ESLR #2)*

- A. Define and spell the key terminology.
- B. Discuss the legal implications of California Code of Regulations Title 22, Division 5 and OBRA.
- C. Identify CNA requirements as set forth in Title 22 and OBRA.
- D. Describe qualities of a qualified, successful NA
- E. Describe the role and responsibilities of the NA
- F. Describe professionalism for the NA
- G. Explain the ethical behavior expected of the NA
- H. Describe behaviors that maintain confidentiality.
- I. Explain responsibilities of the NA for preventing, recognizing, and reporting instances of resident abuse

**V. PATIENT'S RIGHTS (Module 2)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.
- B. Explain the purpose of a long-term care facility.
- C. Recognize the role of the NA in maintaining resident rights as stated in federal and state regulations.
- D. Compare California Code of Regulations Title 22, Division 5, Chapter 3, 72527, with Title 42 Code of Federal Regulations 483.10 regarding resident rights.
- E. Describe the role of an ombudsman.
- F. Identify examples of resident rights, which support resident needs for security, belonging and self-esteem.
- G. Discuss implications of HIPAA (confidentiality).

**VI. COMMUNICATION AND INTERPERSONAL SKILLS (Module 3)**

*(MVROP ESLR #1)*

- A. Define and spell key terminology.
- B. List the five basic physical and psychological needs, as described by Maslow, that must be met in order to survive.
- C. Recognize and report patient's behaviors, which may reflect unmet human needs.

- D. Define communication and types of communication.
- E. Describe the key steps involved in the communication process and methods used in communication.
- F. Describe reasons for communication breakdown.
- G. Describe effective communication skills used with residents, their family and guests and other health team members.
- H. Discuss touch as a form of communication, including body language and personal space.
- I. Identify basic psychological defense mechanisms.
- J. Describe family communication/interaction patterns and the role of the NA
- K. Describe socio-cultural factors influencing communication and emotional reactions to illness and disability.
- L. Describe communication patterns among the members of the healthcare team.

**VII. SAFE ENVIRONMENT (Module 4)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.
- B. Explain the role of the NA in emergency, disaster, and fire situations.
- C. Describe ways the NA can help residents, families, and visitors remain calm in an emergency situation.
- D. Describe common emergency codes used in facilities.
- E. Describe general rules for providing a safe environment for the NA.
- F. Describe general rules for providing a safe environment for the resident.
- G. Identify two safety issues for the residents and interventions to prevent each.
- H. List the safety rules to be followed for the resident receiving oxygen therapy.
- I. Describe major causes of fire and general fire prevention rules.
- J. Describe the safe application of restraints (postural supports) and the implication for their use.
- K. Discuss the legal and psychological implication of the use of restraints (postural supports).

**VIII. BODY MECHANICS (Module 5)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.
- B. Explain the purpose and rules of proper body mechanics.
- C. Identify comfort and safety measures used to lift, turn, move, and position residents in bed.
- D. List and describe five basic positions for bedridden residents.
- E. Describe resident transfer techniques.
- F. Describe appropriate body mechanics used to ambulate a resident.
- G. Review hazards of immobility from Module 14 (Rehabilitative/ Restorative Care).

**IX. PRINCIPLES OF ASEPSIS (Module 6)**

*(NHS 1.2 Diseases and Disorders, 7.1 Infection Control, 7.2 Personal Safety, 9.1 Healthy Behaviors, 10.1 Occupational Safety)*

*(MVROP ESLR #2)*

- A. Define and spell the key terminology.
- B. Name common infectious agents and discuss the diseases they cause.
- C. State five requirements necessary for infectious agents to grow.
- D. Identify the six parts of the chain of infection.
- E. List four lines of defense against infection in the body.
- F. Identify five signs and symptoms of infection.
- G. Differentiate between asepsis and sterile technique.

- H. Identify the roles of the Centers for Disease control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) in the prevention of infections.
- I. Explain standard precautions procedures and related terminology.
- J. Define transmission-based precautions and related terminology.
- K. Identify psychological effects of standard precautions and transmission-based precautions.
- L. Discuss characteristics and method of assessment and treatment of acquired immune deficiency syndrome (AIDS)

**X. WEIGHTS AND MEASURES (Module 7)**

*(MVR0P ESLR #2)*

- A. Define and spell the key terminology.
- B. Identify units of measurement in the household and metric systems for weight, length, and liquid.
- C. Identify common measuring equipment and describe steps to accurately convert common measurements between household and metric systems.
- D. Accurately measure volume, length, and weight using the metric system and household measurements.
- E. Accurately convert traditional time (Greenwich time) to military time.

**XI. RESIDENT CARE SKILLS (Module 8)**

*(MVR0P ESLR #2)*

- A. Define and spell the key terminology.
  - Bathing**
  - B. Identify daily routine care for residents.
  - C. Identify benefits of bathing and list five areas of body that requires bathing daily.
  - D. State general and safety guidelines for bathing residents.
  - E. List the ways to provide resident privacy during bathing.
  - F. List observations that should be made during bathing and those which should be reported.
  - Oral Hygiene**
  - G. List purposes and schedule for oral hygiene.
  - H. Describe steps in procedure of oral hygiene for a resident needing assistance, and the unconscious individual.
  - I. Describe steps in cleaning and care of dentures.
    - Nail Care, Hair Care, & Shaving**
    - J. Identify the NA role and responsibility for resident nail care.
    - K. Identify the NA role and responsibility for caring for hair of residents.
    - L. Describe procedure for shaving a resident.
    - Skin Care**
    - M. List functions of the integumentary system.
    - N. Identify things the NA can do to help maintain healthy skin.
    - O. List three common age-related changes affecting the skin.
    - P. List types of residents at risk for skin breakdown.
    - Q. Describe causes, signs & symptoms, and areas of the body prone to decubitus ulcers.
    - R. Describe general nursing measures to prevent and treat decubitus ulcers.
      - Dressing the Resident**
      - S. Identify factors in selecting clothing for the resident.
      - T. List factors that limit a resident's ability to dress self.
      - U. Describe general guidelines on caring for resident's clothing.

- V. Discuss purposes of encouraging a resident to dress in street clothes & list the guidelines for dressing /undressing a resident.

**Elimination**

- W. Identify two main ways the body eliminates waste.
- X. Describe urinary elimination.
- Y. Identify the characteristics of normal urine.
- Z. Describe the usual frequency pattern for urination.
- AA. List the observations to be made about urine.
- BB. Describe urinary incontinence and the need for immediate care.
- CC. Explain what a catheter is and its purpose.
- DD. Identify the major complications resulting from catheters and the general rules of catheter care.
- EE. Describe bladder training, goals, and methods.
- FF. Describe a normal stool and the normal pattern of bowel movements.
- GG. List the factors that affect bowel elimination.
- HH. Identify common problems in elimination.
- II. Describe the general rules for maintaining normal elimination patterns of the resident.
- JJ. Describe bowel training.
- KK. Explain the purpose of an ostomy, list different types and describe the care of residents with ostomies.
- LL. Describe the NA's role in caring for residents with an ostomy.

**Measuring Height & Weight**

- MM. Describe the procedures for weighing the resident.
- NN. Describe the procedure for measuring the resident's height.

**Prosthetic Devices**

- OO. Describe common prosthetic devices and their care.
- PP. State purpose of a hearing aid.
- QQ. List the parts of a hearing aid.
- RR. Explain the procedure for placing the hearing aid and checking the batteries.
- SS. Explain procedure of caring for a storing hearing aid.

**XII. RESIDENT CARE PROCEDURES (Module 9)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.

**Collection of Specimens**

- B. Discuss the reasons for collecting and studying the sputum and describe the NA's role in collecting a sputum specimen.
- C. Describe the NA's role in collecting urine specimens.
- D. Describe the NA's role in collecting a stool specimen.

**Bed Care**

- E. List the principles related to bed making.
- F. Locate and name parts of a hospital bed.
- G. Describe the operation of manual and electrical beds to raise and lower to specific positions.
- H. Describe the use of proper body mechanics while completing the bed making procedure.
- I. Discuss ways to maintain the resident's environment.

**Bowel Care**

- J. Explain why enemas are given.
- K. List general rules to follow when giving the resident an enema.
- L. Describe the NA's role in giving a suppository.

**Tubes**

- M. List the types and uses of gastrointestinal (GI) tubes.
- N. Describe major nursing care activities for residents with nasogastric tubes.
- O. Describe major nursing care activities for residents with gastrostomy tubes.
- P. List reasons for using intravenous (I.V.) therapy.
- Q. Describe nursing care activities for a resident with an I.V. (refer to Module 12).

**Intake & Output**

- R. Describe the importance of maintaining fluid body balance.
- S. Discuss what is meant by “force fluids” and list ways to encourage a resident to increase fluid intake.
- T. Discuss what is meant by “restrict fluids” and list ways to restrict a resident’s fluid intake.
- U. Identify the NA’s role when a resident is on nothing by mouth (NPO)
- V. Explain the purpose of “intake & output”.
- W. Describe the procedure for measuring the amount of fluid taken in by the resident.
- X. Describe the procedure for measuring the amount of fluids excreted by the resident.
- Y. Describe methods for recording and reporting intake & output.

**Bandages & Dressings**

- Z. Discuss reasons for the use of bandages and binders.
- AA. Describe materials used for dressings and bandages.
- BB. Explain principles of bandaging.
- CC. List important observations related to bandages and dressings that should be reported to nurse.
- DD. Discuss when and why elastic bandages are removed.
- EE. Describe the use and method of applying anti-embolic hose/ elastic stocking (T.E.D. hose).

**Ointments, Powders, & Lotions**

- FF. List five symptoms frequently associated with skin conditions.
- GG. Identify the NA’s role in applying non-prescription ointments, lotions, or powders.
- HH. Distinguish between skin conditions that the NA can care for, and those that must be referred to the RN.
- II. List the product name of five over-the-counter ointments, lotions, or powders that the NA may apply to intact skin.
- JJ. List the general rules the NA should follow in applying an ointment, lotion, or powder.

**Admission, Transfer and Discharge**

- KK. Explain the role of the CNA in the admission of a resident to the facility.
- LL. Explain the role of the CNA in transferring a resident from one area to another within the facility.
- MM. Explain the role of the CNA in the discharge of a resident.

**XIII. VITAL SIGNS (Module 10)**

*(MVRP ESLR #2)*

- A. Define and spell the key terminology.
- B. Describe what is meant by vital signs, their purpose, and observations made while performing the procedures.
- C. Discuss the use of temperature as an indication of body function.
- D. Describe nursing measures to raise and lower the temperature of the body.
- E. Describe the circulatory system as it relates to pulse and identify the pulse sites.
- F. Describe the factors that increase and decrease pulse and qualities to observe in taking a pulse.
- G. Discuss respiration.
- H. Identify factors that increase and decrease the respiratory rate.
- I. List steps in counting respiration and qualities of respiration to be observed.

- J. Describe abnormal breathing patterns.
- K. Describe the process for taking TPR at the same time.
- L. Describe what happens in the circulatory system to produce blood pressure.
- M. Identify factors that increase or decrease blood pressure.
- N. Identify parts of the blood pressure equipment.
- O. Discuss the procedure for taking a blood pressure reading.
- P. List the steps to record vital signs on chart, graph, & CNA notes.

**XIV. NUTRITION (Module 11)**

*(MVRP ESLR #2)*

- A. Define and spell key terminology.
- B. Discuss the body's need for food and fluids.
- C. List common nutrients and their food sources.
- D. Describe the food pyramid.
- E. Describe the vegan basic four food groups.
- F. Discuss special nutritional needs of the elderly.
- G. Describe diets commonly ordered in diet therapy for residents and the responsibilities of the CNA.
- H. Describe proper techniques for feeding residents.
- I. List dietary modifications generally affected by religious and/ or cultural preferences.
- J. Identify alternative ways to meet the need for food and fluids.

**XV. EMERGENCY PROCEDURES (Module 12)**

*(MVRP ESLR #2)*

- A. Define and spell the key terminology.
- B. Identify common signs and symptoms of conditions associated with resident distress and describe immediate interventions and general rules of emergency care.
- C. List the causes and signs of choking and discuss the use of the Heimlich maneuver.
- D. Describe common emergency codes used in long-term care facilities.

**XVI. LONG-TERM CARE RESIDENT (Module 13)**

*(MVRP ESLR #2)*

- A. Define and spell key terminology.
- B. Describe the body's basic organization.
- C. List the body systems, including organ functions, common changes due to the aging process, common diseases, disorders and their common signs and symptoms in the elderly.
- D. Describe the common needs and interventions for the elderly resident: environmental, psychological, social, recreational, and spiritual.
- E. Describe common community resources to meet the needs of the elderly.
- F. Describe developmental and mental conditions found in the long-term care population, their unique needs, and interventions.
- G. Describe CNA interventions, which apply to conditions listed in objective F (above).
- H. Identify the special needs of persons with developmental and mental disorders, including mental retardation, Alzheimer's disease, cerebral palsy, epilepsy, dementia, Parkinson's disease, and mental illness.

**XVII. REHABILITATE/ RESTORATIVE CARE (Module 14)**

*(MVRP ESLR #2)*

- A. Define and spell key terminology.

- B. Discuss rehabilitation (restorative care) and how it promotes independence and resident potential.
- C. State goals of restorative care that promote independence and resident potential.
- D. Describe the rehabilitation team, state its purpose, and discuss the role of the NA as a member of the team.
- E. List the responsibilities of the CNA in promoting resident self-care.
- F. List activities that make up Activities of Daily Living (ADL).
- G. List common comfort and adaptive devices and explain the purposes of each.
- H. Identify steps to prevent complications from inactivity.
- I. Describe range of motion exercises (ROM).
- J. Identify procedures and devices used to promote mobility and ambulation for residents which physical and /or visual impairment.
- K. Discuss relationship between resident's self-esteem and family involvement in care.

**XVIII. OBSERVATION AND CHARTING (Module 15)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.
- B. Define observation and list the senses used to observe a resident.
- C. Describe objective and subjective observations.
- D. State the difference between recording and reporting.
- E. List types of charting documents and the use for each.
- F. Discuss procedures to use when recording on a resident's chart.
- G. Identify word elements used in medical terms.
- H. Identify medical terminology and abbreviations commonly used in medical facilities.

**XIX. DEATH AND DYING (Module 16)**

*(MVROP ESLR #2)*

- A. Define and spell key terminology.
- B. Describe the five stages of the grieving process.
- C. Describe approaches to meet common emotional and spiritual needs of terminally ill residents and their families.
- D. Give examples of rights of dying residents.
- E. Describe the purpose of hospice care.
- F. Differentiate between common signs of approaching death and biological death.
- G. Identify care and comfort measures for dying residents.
- H. Describe procedures and responsibilities for post mortem care.

**HOME HEALTH - Personal Care Aide  
CAREER TECHNICAL SKILLS**

**XX. INTRODUCTION TO PERSONAL CARE AIDE AND AGENCY ROLE**

(Unit 1)

*(MVROP ESLR #2)*

- A. Define and spell the terminology.
- B. Identify State and Federal regulations and requirements for Personal Care Aide .
- C. Describe the purpose and goals of home care.
- D. Identify members of the home health care team, their functions, and how they interact.
- E. Describe the role and responsibilities of the certified home health aide.
- F. Discuss common observations and documentation to be completed by the Personal Care Aide.

- G. Describe key steps involved in the communication process and methods used in communication.
- H. Describe steps to accommodate communication with clients who have hearing or speech disorders.
- I. Describe effective techniques for communication with home health team members.
- J. Describe how to access community agencies to meet client needs.
- K. Identify organizational and time management techniques for a daily work schedule.

**XXI. INTERPRETATION OF MEDICAL AND SOCIAL NEEDS OF CLIENTS (Unit 2)**

*(MVROP ESLR #2)*

- A. Define and spell the terminology.
- B. Identify the basic physical and emotional needs of clients in each age group in the life span.
- C. Recognize the role of the Personal Care Aide in maintaining client and family rights and privacy.
- D. Relate client and family rights to Maslow's hierarchy of needs.
- E. Discuss how culture, lifestyle, and life experiences of the client and family can influence care provided.
- F. Describe common reactions to illness/ disability and its effect on the individual and family, including techniques to support adjustment.
- G. Describe basic body functions and changes that should be reported.
- H. Identify diseases and disorders common in the home care client and their signs and symptoms.
- I. Describe common emotional and spiritual needs of terminally ill clients and their families and identify appropriate interventions.

**XXII. PERSONAL CARE SERVICES (Unit 3)**

*(MVROP ESLR #2)*

- A. Define and spell terminology.
- B. Describe the steps and guidelines for common personal care skills.
- C. Explain the importance of improvising equipment and adapting care activities in the home.
- D. Discuss personal care delivery in home care.
- E. List examples of home equipment that can be utilized to provide personal care.
- F. Discuss the benefits of self-care in promoting wellness.
- G. Describe key principles of body mechanics.
- H. Explain how to adapt body mechanics in the home setting.
- I. Describe adaptations that can be made in the home for safe ambulation and positioning.
- J. Identify the purpose of passive and active Range of Motion exercises.
- K. Describe high risk factors for skin breakdown and methods of prevention.
- L. Describe stages of pressure ulcers/ decubitus ulcers and report observations.
- M. List types of ostomies and describe how to empty and change the pouch.
- N. Recognize emergencies in the home and define critical steps to follow.
- O. Relate the chain of infection to the home care setting.
- P. Describe infection control measures to use in the home care setting.
- Q. Describe the role and responsibilities of the HHA in assisting the client to self-administer medications.

**XXIII. NUTRITION (Unit 4)**

*(MVROP ESLR #2)*

- A. Define and spell the terminology.
- B. Recognize the key principles of nutrition.
- C. Plan a meal for a client, utilizing the five food groups found in the Food Pyramid.
- D. Plan a weekly menu for a client on a therapeutic diet.

- E. Demonstrate ability to select and purchase foods with consideration of nutritional principles budget, preference and storage.
- F. Discuss key principles of safe food handling and storage.

**XXIV. CLEANING AND CARE TASKS IN THE HOME (Unit 5)**

*(MVROP ESLR #2)*

- A. Define and spell the terminology.
- B. Describe the Personal Care Aide role and responsibility for maintaining a clean, safe, and healthy environment.
- C. Describe key principles for maintaining a safe home environment.
- D. Identify appropriate procedures, equipment, and supplies for household tasks including alternatives to use when resources are limited.
- E. Discuss the procedure for washing and drying dishes.
- F. Describe methods of laundering household and personal items.
- G. Identify guidelines for organizing household tasks.

**ADDITIONAL UNITS**

**XXV. DIVERSITY AND SENSITIVITY**

*(MVROP ESLR #1)*

- A. Describe cultural behaviors.
- B. Identify cultural gestures, terms, and behaviors.
- C. Discuss communication techniques.
- D. Identify common alternative health practices.
- E. Compare cultural differences.
- F. Explain cultural beliefs.

**XXVI. COMPUTER SKILLS**

*(MVROP ESLR #2)*

- A. Identify major components of a computer system.
- B. Describe computer applications currently being used.
- C. Access the Internet.
- D. Identify the use of computers in the healthcare field.
- E. Define and spell terminology.

**XXVII. MEDICAL TERMINOLOGY**

*(MVROP ESLR #2)*

**Apply All medical abbreviations and terms to body systems**

- A. Define, spell, and pronounce vocabulary
- B. Define medical abbreviations
- C. Define prefix, suffix, word roots

**XXVIII. ANATOMY AND PHYSIOLOGY**

*(MVROP ESLR #2)*

Review the relationship of the body systems, including anatomy and physiology from cellular level, tissues, organs and systems

**Objectives:**

1. Identify each system in the human body

2. Location of the system related to the human body
  3. Function and structure of each system to include organs, cellular level and tissues
  4. Signs and symptoms of disease
  5. Identify aging changes as related to each system
  6. Common diseases of the elderly
  7. Observations and reporting of signs & symptoms
- A. Define and spell vocabulary for each body system
  - B. Identify the major structure & functions of the major body systems
  - C. Label the planes and directional terms
  - D. Describe the basic diseases of each of the body systems

**XXIX. FIRST AID**

*(MVROP ESLR #2)*

- A. Define and spell vocabulary.
- B. Administer first aid for bleeding and wounds.
- C. Administer first aid for shock.
- D. Administer first aid for poisoning.
- E. Administer first aid for burns.
- F. Provide first aid for heat exposure.
- G. Provide first aid for cold exposure.
- H. Provide first aid for bone and joint injuries.
- I. Provide first aid for specific injuries.
- J. Provide first aid for sudden illness.
- K. Apply dressings and bandages.

**XXX. CARDIOPULMONARY RESUSCITATION-  
AHA BLS/CPR**

*(MVROP ESLR #2)*

- A. Define and spell vocabulary
- B. Perform one person CPR
- C. Perform two person CPR/AED
- D. Demonstrate procedure for airway obstruction on conscious adult/infant victim
- E. Demonstrate procedure for airway obstruction on unconscious adult/infant victim.

**10. Additional Items:**

- a. **Articulation:** This course is not articulated with a college.
- b. **UC/CSU a-g Requirements:** This course counts as a UC/CSU Area g: College Preparatory Elective.
- c. **Instructional Strategies:**
  - Lecture
  - Group discussion
  - Projects

- Guided practice
- Demonstration
- Multimedia
- Guest speakers
- Brainstorming
- Cooperative learning groups
- Reading assignments
- Oral questioning
- Role-playing
- Simulations
- Work based learning
- Workbook assignments
- Oral presentations
- Powerpoint
- You Tube: educational materials

d. **Instructional Materials**

*Model Curriculum for Nurse Assistants*, NATAP (Nurse Assistant Training & Assessment Program, revised 1998

Alvare, Susan, Fuzy Jetta, RN, MS and Rymer, Suzanne, MSTE, RN,C, LSW. Hartman's Nursing Assistant Care , Long term Care and Home Health, Albuquerque, NM: Hartman Publishing, Inc., 2009

Alvare, Susan, Fuzy Jetta, RN, MS and Rymer, Suzanne, MSTE, RN,C, LSW. Workbook Hartman's Nursing Assistant Care , Long term Care and Home Health, Albuquerque, NM: Hartman Publishing, Inc., 2009

ARC skills packet (handouts)

**CLINICAL SKILLS within the course outline are:**

Module 1: Introduction

Module 2: Patients' Rights

Module 3: Communication/Interpersonal Skills

Module 4: Prevention & Management  
of Catastrophe & Unusual Occurrences

Module 5: Body Mechanics

Module 6: Medical & Surgical Asepsis

Module 7: Weights & Measures

Module 8: Patient Care Skills

Module 9: Patient Care Procedures

Module 10: Vital Signs

Module 11: Nutrition

Module 12: Emergency Procedures

Module 13: Long-Term Care Resident

Module 14: Rehabilitation Nursing

Module 15: Observation and Charting

Module 16: Death and Dying

Additional units include: Medical Terminology, Anatomy and Physiology, First Aid and AHA BLS/CPR, and Professional Growth/Portfolio

**e. Course Certificate Requirements & Competency List:**

*Required Proficiency Level for MVROP Certificate of Completion:*

- Demonstrates occupational specific and general workplace skills
- Overall program grade level of a “B” (84%) or higher for scheduled course.
- Minimum student mastery level for each course proficiency; must be performed correctly with direct supervision.

*Other Competency Certificates*

- Precision Exam Medical Terminology Competency Certificate
- Handwashing Competency Certificate
- HIPAA Competency Certificate

*Course Certificate Competency List:*

- Patient Rights
- Interpersonal Skills
- Prevention and Management of Unusual Occurrences
- Body Mechanics
- Medical and Surgical Asepsis
- Weight and Measures
- Medical Ethics and Law
- Resident Care Procedures
- Medical Terminology and Abbreviations
- Vital Signs
- Nutrition
- CPR/AED for Adult, Child and Infant
- Emergency Procedures
- Long Term Patient Care-Diseases and Disorders
- Rehabilitation/ Restorative Care
- Observation and Charting
- Death and Dying
- HIPAA Awareness
- Assisted Living/independent living/home-like environment
- Home Care/non-medical/Homemaker/Companion services
- Acute Care/team care