

**WEST LOS ANGELES COLLEGE  
DEPARTMENT OF ALLIED HEALTH  
NURSING ASSISTANT SPRING 2015 SYLLABUS**

Nursing 399A; Section # 4898

Unit Value: 5 Unit

Prerequisites: PLACEMENT TEST

Faculty: Barbara Hickman, RN MSN CNS, Adjunct Assistant Professor- WLAC

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Office hours: **9:15pm-9:45pm**

Class Hours: **6:45 pm-9:15pm**

**Course Description:** Understand the class philosophy, policies and the role of the nursing assistant in long term care facilities.

**INSTUTITIONAL STUDENT LEARNING OUTCOMES**

- A. **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Assessment: The students will provide nursing care for patients during this clinic. Instructor will evaluate and guide the services provided by students.

- B. **Communication:** Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

Assessment: The student will provide nursing care services for patients during this clinic. The communication skills with patients, instructors, and peers will be evaluated.

- C. **Technical Competence:** Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.

Assessment: The students will use variety of technology to provide nursing care services during clinic such as Kaiser Health Connect computer system. Automatic Vital Signs machine use. The technical performance will be evaluated by instructors.

- D. **Ethics:** Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

Assessment: The students will work in clinic environment professionally and ethically.

**Classroom Rules of Conduct-i.e. Academic Dishonesty, Board Rule 9803/28**

Violations of academic integrity include, but not limited to the following actions: cheating on an exam; working together on an assignment, paper or homework when the instructor specifically stated that students should not do so; allowing another individual to assume one's identity for the purpose of enhancing one's grade.

**Please mute/turn off all cell phones and other electronic devices while class is in session. This request will be strictly enforced at all times**

**Required Texts:** Mosby’s Textbook for Nursing Assistants by Sheila A. Sorrentino, PhD, RN and Leighann N. Remmert, MS, RN  
**ISBN: 978-0-323-08067-5 (Textbook)**  
**ISBN: 978-0-323-08157-3 (Workbook and Competency Evaluation Review}** Mosby’s Textbook for Nursing Assistants, 8<sup>th</sup> Edition, by Sheila A. Sorrentino, PhD, RN)

**Teaching Strategies:**

Lecture, discussion, laboratory exercises and clinical activities are used in the conduct of this course. Student assignments of reading and viewing materials are integral to the instructional process. Role-play will be used to illustrate clinical performance. Student will perform clinic procedures on partners.

**Course Evaluation:** Students are able to earn up to 200 points in this class theory. Course Letter Grade will be based on the following point system:

- 184-200 .....A
- 166-183 .....B
- 150-165 .....C
- Below 149.....F

Quizzes- worth –100 point

Mid Term- 50 points

**Final exam- 50 points (students must pass with 75% or higher on final exam and clinical skill performance be satisfactory to pass this course)**

**ABSENCES:** A student must attend theory and clinic on time, each day as scheduled including all specialty assignments. Each student must check in with the assigned instructor each session. Student must pass all clinical skill performance evaluation at the minimum of satisfactory level in order to pass the entire course. If a student fail clinical and has passing grade for theory, still will receive F / incomplete for the course.

\*\*\*Two times being late will be counted as an absence. Unexcused absences will be handled in accordance with the WLAC Attendance Policy.

**Student Learning Outcomes (SLOs):**

1. Apply problem-solving/critical thinking skills to simulated patient case studies
  - a. Case study rubric: 80% of the students will identify 70% of the patient problems and appropriate interventions as delegated by the registered nurse

**Student Learning Objectives:**

1. Understand the class philosophy, policies and the role of the nursing assistant in long term care facilities.
2. Understand patients' rights in the health care facility as specified in Title 22, California Code of Regulations Section 72527 and in Section 1599.1, 1599.2, and 1599.3 of the Health and Safety Code.
3. Understand principles of effective communication and defense mechanisms, social, cultural factors and attitudes that prevent dialogue.
4. Recognize and demonstrate methods for maintaining a safe environment.
5. Understand and demonstrate the principles of body mechanics in maintaining safety in the work area.
6. Recognize and demonstrate methods used to prevent transmission of disease.
7. Understand and demonstrate skills necessary for basic and safe nursing care.
8. Understand basic anatomy and physiology of the cardiovascular and respiratory systems, and demonstrate the measurement of temperature, pulse, respiration and blood pressure.
9. Understand the basic anatomy and physiology of the neurosensory system.
10. Understand the basic anatomy and physiology of the digestive system.
11. Understand the psychosocial, physical, and recreational needs of geriatric residents with various chronic disorders.

12. Understand and perform documentation methods in the health care facility.
13. Understand the emotional, spiritual and physical needs of the patient and family experiencing the stages of grief and loss.

### **Competency Area – INTRODUCTION**

**Focus:** Understand the class philosophy, policies and the role of the nursing assistant in long-term care facilities

#### **Minimal Competencies:**

1. Identify the faculty and class members
2. Discuss policies of the program, classroom, and clinical facility.
3. Describe effective study methods and discuss utilization of these methods.
4. List members of the health care team and educational requirements for each.
5. List responsibilities and duties of various members of the health care team.
6. Discuss licensing/certification requirements for various members of the health team.
7. Discuss the Omnibus Budget Reconciliation Act (OBRA) nursing assistant training and competency evaluation program.
8. Describe the role of nursing assistants in the health team.
9. Discuss standards and regulations required by Title 22 for nursing assistants.
10. Differentiate among health care facilities by type, function and funding.
11. Describe the organization and patient needs of acute hospitals and long-term facilities.
12. List three local health agencies and describe services offered.
13. List three nursing care facilities available to the community.
14. Discuss health care payment methods.
15. Discuss attitudes needed by nursing assistants to project professionalism.
16. Describe qualities and personal characteristics needed by health care workers.
17. List health care activities that nursing assistants may or may not perform.
18. Discuss grooming and uniform requirements for nursing assistants.
19. Discuss employment opportunities and the locating of career openings.
20. Describe items needed to complete an application form.
21. Discuss information included in a resume.
22. Describe various parts of the interview process, such as appearance, attitude, transcripts/references and follow-up letter.
23. Discuss resigning from a position, including the time element and letter format.
24. Discuss the nursing code of ethics as it relates to a nursing assistant.
25. Discuss confidentiality and ethics.

#### **Competencies:**

Interpersonal: Participates as Member of a Team/Negotiates/Works with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

**Foundation:**Basic Skills: Reading/ Writing/ Listening/ SpeakingThinking Skills: Decision MakingPersonal Qualities: Responsibility/Self-Management

(Theory: 2 hours)

**Competency Area - PATIENTS' RIGHTS****Focus:** Understand patients' rights in the health care facility as specified in Title 22, California Code of Regulations Section 72527 and in Section 1599.1, 1599.2, and 1599.3 of the Health and Safety Code.**Minimal Competencies:**

1. Discuss rights to which a resident receiving care is entitled, such as respect, dignity, financial information, safety, refusal of treatment and personal rights.
2. Describe situations that result in legal problems such as abuse, defamation of character, informed consent, false imprisonment, assault, battery, libel, slander, negligence, theft, and aiding and abetting.
3. Discuss the prohibition of tipping for services in health care facility.
4. Discuss the responsibilities of the health care worker regarding wills.
5. Demonstrate behavior and attitude that will protect patients' rights and comply with legal constraints.
6. Discuss reporting procedures and follow-through for elder abuse.

**Competencies:**Resources: Allocates Human ResourcesInterpersonal: Serves Clients/ Customers/ Patients/ Negotiates/Works with DiversityInformation: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates InformationSystem: Understands Systems**Foundations:**Basic Skills: Reading/Writing/Listening/SpeakingThinking Skills: Decision Making/ Problem SolvingPersonal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty(Theory: 3 hours) (Clinical:  
1 hour)**Competency Area -  
INTERPERSONAL  
SKILLS****Focus:** Understand principles of effective communication and defense mechanisms, social, cultural factors and attitudes that prevent dialogue.

**Minimal Competencies:**

1. Describe verbal communication and state the role of the nursing assistant in a minimum of five situations.
2. Illustrate nonverbal communication, such as gestures/facial expressions/ posture, body language and touch
3. Define and discuss sublimation, the defense mechanism compatible with mental health.
4. Define and discuss excessive use of defense mechanisms indicative of impaired mental health, such as denial, displacement, projection, rationalization and repression.
5. Define and discuss defense mechanisms often indicative of self and conversion reaction.
6. Illustrate how stress may contribute to ineffective communication.
7. Participate in a role-playing activity utilizing non-verbal communication skills.
8. Assess comprehension, hearing, and vision difficulties that impede communication.
9. Discuss language as a factor influencing communication.
10. Identify and discuss a minimum of two barriers to effective communication.
11. Explain how religion and culture may be barriers to communication.
12. Discuss various attitudes toward illness and health care, such as macho, denial, aggression, crying and withdrawn.
13. Define the holistic approach to patient care.
14. Identify physical, social, psychological, and spiritual needs using Maslow's hierarchy of needs.
15. Describe the psychological and social effects of family interaction.
16. Identify courtesies the nursing assistant should extend to staff, patients, families, and visitors.
17. Discuss various methods of promoting patient independence.
18. Discuss the psychological impact of separation from family and friends.

**Competencies:**

Resources: Allocates Time

Interpersonal: Serves Clients/ Customers/ Patients/ Exercises

Leadership/ Negotiates/ Works with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems/ Monitors and Corrects Performance

**Foundation:**

Basic Skills: Listening/Speaking

Thinking Skills: Decision Making/ Problem Solving/ Reasoning Personal Qualities: Responsibility/ Self-Esteem/

Sociability/ Self-Management/ Integrity/Honesty

(Theory: 3 hour

## Competency Area - WORKING ENVIRONMENT SAFETY

Focus: Recognize and demonstrate methods for maintaining a safe environment.

### Minimal Competencies:

1. Discuss emergency signal lights used by patients.
2. State emergency codes used for fire, disaster, patient emergency and intruder.
3. Explain the purpose of patient identification bands.
4. List safety measures that prevent falls.
5. Describe the use of side rails and bed position to prevent falls.
6. Explain the purpose of protective devices and safety rules.
7. Identify situations where a protective device may be used.
8. Discuss maintaining lighting, temperature and cleanliness to maintain patient safety.
9. Identify common equipment-related accidents and methods of prevention.
10. Discuss methods of preventing burns from food, water and treatments.
11. Review the Heimlich maneuver.
12. Discuss methods of safeguarding personal possessions of the patient.
13. State the purpose of *the incident report*.
14. Discuss general rules for safety in a health care facility.
15. Discuss fire hazards and methods used to prevent a fire.
16. Describe safety measures related to fire prevention and the use of oxygen.
17. Discuss the role of nursing assistants during a fire, disaster or earthquake.
18. Demonstrate safe practices in the clinical facility.
19. Demonstrate the use of side rails and bed position to prevent falls.
20. Demonstrate the application of a soft protective device.
21. Discuss the recognition and reporting of negligent safety policies.
22. Discuss reporting procedures for staff members who are injured during patient care activities.

### Competencies:

Information: Acquires and Evaluates Information/Organizes and Maintains Information/Interprets and Communicates Information Systems: Understands Systems/Monitors and Corrects Performance Technology: Selects Technology/Applies Technology to Task

### Foundation:

Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking Skills: Decision Making/ Problem Solving/ Reasoning Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management/ Integrity/ Honesty

(Theory: 2 hours)

(Clinical: 1 hour)

## Competency Area - BODY MECHANICS

**Focus:** Understand and demonstrate the principles of body mechanics in maintaining safety in the work area.

### Minimal Competencies:

1. Spell and define terms related to body organization.
2. Identify and define cell components.
3. Describe the role of the cell.
4. List a minimum of four major tissues in the body.
5. List the major organs contained in each body system.
6. Define a list of body directions and state an example of each.
7. Spell and define terms related to the musculoskeletal system.
8. Locate and name the major bones in each skeletal system.
9. List a minimum of four functions of the skeletal system.
10. Identify three major types of joints and list an example of each.
11. Locate and name the major muscles of the body.
12. List a minimum of four functions of the muscular system.
13. Identify two strong muscle groups used in body mechanics.
14. Define terms used in body mechanics.
15. List a minimum of six basic principles used in body mechanics.
16. Discuss positioning the mobile/immobile patient, including moving up in bed, dangling and logrolling.
17. Describe and discuss positioning aids to maintain body alignment.
18. Discuss transfer techniques utilizing body mechanics and safety measures for care giver and patient.
19. Describe ambulation techniques.
20. Discuss a minimum of three safety measures utilized for the ambulating patient.
21. Discuss aids used for the ambulating patient.
22. Describe a minimum of four treatment and examination positions.
23. Discuss the principles of body mechanics that are utilized when positioning patients.
24. Demonstrate the principles of body mechanics in standing and sitting positions.
25. Demonstrate the principles of body mechanics for immobile/mobile patient transfer, logrolling, and body alignment of a patient using positioning aids, ambulating a patient using aids and positioning.

### Competencies:

Resources: Allocates Materials and Facilities/ Allocates Human Resources

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems/ Monitors and Corrects Performance

Technology: Selects Technology/ Applies Technology to Task

### Foundation:

Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking Skills: Decision Making/ Problem Solving/ Reasoning Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self Management/ Integrity/ Honesty (Theory: 2 hours) (Clinical: 4 hours)



**Competency Area: MEDICAL & SURGICAL ASEPSIS**

**Focus:** Recognize and demonstrate methods used to prevent transmission of disease.

**Minimal Competencies:**

1. Spell and define terms related to medical/surgical asepsis.
2. Identify common microbes according to characteristics.
3. List three microbes and the disease conditions caused by each.
4. Describe three conditions necessary for the growth of microorganisms.
5. Describe the infectious cycle process.
6. Describe the hand washing procedure.
7. Discuss cleansing agents used in hand washing.
8. Discuss the nursing care of the patient with acquired immunodeficiency syndrome (AIDS).
9. Discuss the nursing care of the patient with hepatitis.
10. State the purpose of wearing clean nonsterile gloves when in contact with body fluids.
11. Describe the method of donning, removing and disposing of nonsterile gloves.
12. Describe protective apparel worn by health care workers observing universal precautions.
13. Describe the disposal of medical waste and soiled linen.
14. Describe protective apparel worn by health care workers entering the isolation unit.
15. Discuss procedures for donning and removing the protective apparel worn in the isolation unit.
16. Discuss the daily care of the patient in isolation.
17. Describe terminal disinfection of the patient unit.
18. Describe transporting the isolation patient.
19. Discuss the gas and steam methods of sterilization.
20. Compare sterilization and disinfection methods.
21. Describe the handling of sterile equipment and supplies.
22. Discuss the use of nonsterile dressings.
23. List a minimum of three types of tape and precautions for each.
24. Explain the purpose of an ace bandage.
25. Discuss the use and precaution for slings, splints and braces that support various body parts.
26. State the purpose of antiembolic stockings (T.E.D.).
27. Describe the application of T.E.D. hose.
28. State types of ointment that may be applied by a nursing assistant.
29. Describe methods of applying an ointment.
30. Demonstrate hand washing without contaminating hands, clothes or body.
31. Demonstrate donning, removing and disposing of nonsterile gloves.
32. Demonstrate universal precautions.
33. Demonstrate donning and removing protective apparel worn in the isolation unit.
34. Demonstrate the daily care of the patient in isolation.
35. Demonstrate double bagging.
22. Discuss the bed shampoo procedure.
23. Discuss safety precautions when shaving a patient.

24. Discuss hand and fingernail care.
25. Discuss foot and toenail care.
26. Discuss early morning (A.M.) care.
27. Discuss afternoon (P.M.) and bedtime (H.S.) care.
28. Discuss assisting the mobile resident to dress.
29. Describe dressing the immobile resident.
30. Describe the care of the artificial eye.
31. Describe the care of eyeglasses and hearing aids.
32. Discuss responsibilities of nursing assistants for the eyeglasses, hearing aid and dentures of a patient.
33. Discuss the care of a prosthetic limb.
34. Demonstrate oral hygiene for the conscious and unconscious patient.
35. Demonstrate denture care.
36. Demonstrate bathing the patient including bed, partial, shower and medicated baths.
37. Demonstrate skin care, including back massage and decubitus ulcer prevention and treatment.
38. Demonstrate warm/cold application.
39. Demonstrate perineal care.
40. Demonstrate hair care.
41. Demonstrate shaving techniques.
42. Demonstrate nail care.
43. Demonstrate A.M., P.M., and H.S. care.
44. Demonstrate dressing the mobile and immobile patient.
45. Demonstrate care of prosthetic devices including artificial eye, eyeglasses, hearing aid and limbs.
46. Define and spell words related to the genitourinary system.
47. Identify the structures of the urinary tract, including kidneys, ureters, bladder and urethra, using a diagram.
48. Discuss the function of each structure in the urinary tract.
49. State the average adult urinary output for 24 hours.
50. Identify the structures of the male reproductive system, using a diagram.
51. Identify the structures of the female reproductive system, using a diagram.
52. Discuss the basic function of the male and female reproductive system.
53. Discuss bedpan/urinal placement procedure for the bed patient.
54. Discuss safety measures used by the nursing assistant when assisting the patient to the bedside commode or bathroom.
55. Discuss the importance of wearing gloves when collecting specimens.
56. Discuss the procedure for collecting a routine, 24-hour, and clean-catch urine specimen.
57. Describe testing urine for glucose, blood, and acetone.
58. Discuss nursing interventions implemented in caring for the incontinent patient.
59. Describe bladder retraining for the incontinent patient.
60. Describe the characteristics of normal stool.
61. Discuss the procedure for collecting a stool specimen.
62. Discuss testing a stool specimen for blood.
  
63. Discuss the cause and nursing interventions for constipation, diarrhea and impaction.

64. Discuss the preparation and administration of a cleansing, retention and prepared form of enema.
65. Discuss the administration of a laxative suppository.
66. Describe the retraining schedule for the patient incontinent of stool.
67. Describe the vaginal douche procedure.
68. Spell and define terms related to the endocrine system.
69. Locate and identify the endocrine glands, using a diagram.
70. Describe the general function of hormones in the body.
71. Describe documenting urine and stool elimination on the patient r records.
72. Demonstrate assisting the patient to use the bedpan, urinal, bedside commode and bathroom.
73. Demonstrate obtaining urine specimens, including routine, clean-catch and 24-hour.
74. Demonstrate testing urine samples for glucose, blood and acetone.
75. Demonstrate nursing care for the incontinent patient.
76. Demonstrate bladder retraining techniques.
77. Demonstrate stool specimen collection.
78. Demonstrate testing stool specimens.
79. Demonstrate administering enemas, including the following types, cleansing, retention and prepared forms.
80. Demonstrate the retraining procedures for the patient incontinent of stool.
81. Demonstrate administering a vaginal irrigation.
82. Demonstrate documenting urine and bowel elimination on the patient record.
83. Discuss reporting procedure for patient with body injuries.

**Competencies:**

Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Negotiates/ Work with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

**Foundations:**

Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking

Skills: Decision Making Personal Qualities: Understands Systems

(Theory: 15 hours)

(Clinical: 45 hours)

**Competency Area - PATIENT CARE PROCEDURES**

**Focus:** Understand and demonstrate skills necessary for basic nursing care.

**Minimal Competencies:**

1. List contents of a patient unit.
2. Identify parts of a hospital bed.
3. Describe and state the purpose of the clinotron and circo-electric beds.
4. Identify and state the purpose for the open, closed, occupied and post anesthesia beds.
5. Describe the steps in making an unoccupied and occupied bed.
6. Describe the procedure for making an orthopedic bed.
7. List a minimum of three linen precautions.
8. Discuss the use and purpose of the side rails.
9. Describe the purpose and care of the air and water mattress.
10. Discuss the purpose and the safety measures for equipment used for orthopedic patients.
11. List and describe the use of a minimum of three comfort devices that can be added to the basic bed.
12. List admitting information needed from the patient and family.
13. Discuss the steps of the transfer procedure within the facility.
14. Describe the role of the nursing assistant in the discharge procedure.
15. Demonstrate operating the equipment and furniture in a patient unit.
16. Demonstrate bed making including open, closed, occupied, post anesthesia and orthopedic.
17. Demonstrate operating a bed and side rails.
18. Demonstrate linen precautions to maintain infection control.
19. Demonstrate nursing care for a patient with various types of bed equipment, such as a special mattress, orthopedic devices and comfort devices.
20. Participate in an admission, transfer and discharge procedure.
21. List a minimum of three safety precautions used during oxygen administration.
22. Discuss the parts of oxygen delivery system including a pressure gauge, flow meter and humidifier
23. Discuss nursing interventions for the patient receiving oxygen via mask or nasal cannula.
  
24. Describe nursing interventions implemented when caring for a patient with an intravenous tube.
25. List three nursing observations about a resident receiving an intravenous solution that must be reported promptly.
26. Explain the function of a urinary catheter.
27. Describe taping a Foley catheter.
28. List nursing interventions necessary for maintaining a sterile urinary drainage system.
29. Discuss the application of an external condom catheter.
30. Explain the function of a nasogastric (NG) tube.
31. List nursing interventions implemented when caring for a patient with an NG tube used for feeding or suction.
32. Describe the uses and care of a gastrostomy tube.
33. Discuss the purpose and care of a gastrostomy tube.
34. Discuss documenting intake, output, drainage and irrigation fluid.

35. Demonstrate nursing care for the patient receiving oxygen via mask or nasal cannula.
36. Demonstrate nursing care for the patient receiving intravenous fluid peripherally or parent rally.
37. Demonstrate nursing care for a patient with a Foley catheter or condom catheter.
38. Demonstrate nursing care for a patient receiving nutrients via an NG tube.
39. Demonstrate nursing care for a patient with an NG tube connected to suction.
40. Demonstrate nursing care for a patient with a gastrostomy tube.
41. Demonstrate documentation on a patient record of intake, output, drainage, and irrigation fluid.
42. Discuss nursing intervention to promote effective intake and output.

**Competencies:**

Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Negotiates/ Works with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

**Foundation:**

Basic Skills: Reading/Writing/Listening/Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self-Management

(Theory: 7 hours)

(Clinical: 22 hours)

**Competency Area: VITAL SIGNS**

**Focus:** Understand basic anatomy and physiology of the cardiovascular and respiratory systems, and demonstrate the measurement of temperature, pulse, respiration and blood pressure.

**Minimal Competencies:**

1. Spell and define terms related to the cardiovascular system.
2. Describe the structure and function of the heart.
3. State the purpose of temperature measurement.
4. Describe three types of clinical thermometers.
5. State four methods used to measure body temperature.
6. State the normal adult values for oral, rectal, aural and axillary temperatures.
7. Discuss the nursing action after measuring an abnormal temperature.
8. Describe the reporting and recording method used for normal/abnormal temperature rates
9. Discuss factors that influence body temperature.
10. Discuss the procedure for measuring a temperature for the oral, rectal, aural and axillary methods using each type of thermometer.
11. Describe cleaning each type of thermometer.
12. Discuss the purpose of pulse measurements.
13. List body sites used for pulse measurements.
14. State the normal pulse rate for various age groups.
15. Describe the reporting and recording methods used for normal/abnormal pulse rates.
16. Discuss factors that affect pulse rates.
17. Describe the procedure for measuring the arterial pulse rate.
18. Describe the procedure for measuring the apical pulse rate.
19. Spell and define terms related to the respiratory system.
20. Describe the structure and function of the respiratory system.
21. Discuss the purpose of measuring respiratory rate.
22. State the normal adult values for respiratory rate.
23. Describe reporting and recording methods used for normal/abnormal rates.
24. Discuss factors that affect respiratory rate.
25. Describe the procedure for measuring respiratory rate.
26. Discuss the purpose of measuring blood pressure.
27. Describe three types of sphygmomanometers.
28. Discuss parts of the stethoscope.
29. State normal adult blood pressure values.
30. State the recording and reporting methods for a normal/abnormal blood pressure.
31. Discuss factors that affect blood pressure.
32. Discuss the procedure for measuring the blood pressure.
33. Describe documenting vital sign measurements on the patient record.
34. Demonstrate measuring oral, rectal, aural, and axillary temperature using various thermometers.
35. Demonstrate measuring a radial pulse and apical pulse.
36. Demonstrate counting respirations.
37. Demonstrate measuring blood pressure in lying, sitting, and standing positions.
38. Document vital signs on the patient records.

**Competencies:**

Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Negotiates/ Works with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

**Foundation:**

Basic Skills: Reading/ Writing/ Arithmetic/ Mathematics/ Listening/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self Management

(Theory: 3 hours)

(Clinical: 6 hours)

**Competency Area - NUTRITION**

**Focus:** Understand the basic anatomy and physiology of the digestive system.

**Minimal Competencies:**

1. Spell and define terms related to the digestive system.
2. Identify organs of the digestive system.
3. Discuss the function of the organs of the digestive system.
4. Spell and define terms related to nutrition.
5. List the food groups and foods included in each group.
6. State the liquids and foods allowed on four hospital diets.
7. Discuss the purpose of a therapeutic diet.
8. Describe feeding techniques for the helpless or special needs patient.
9. Discuss the purpose of water in the diet.
10. Discuss the purpose of calories and supplements in the daily diet.
11. Discuss assisting the vomiting/choking patient.
12. Discuss documentation of food and fluid intake on patient record.
13. Demonstrate preparing a patient for a meal.
14. Serve/remove a patient tray.
15. Demonstrate feeding a patient with special needs.
16. Demonstrate encouraging fluid intake to maintain hydration.
17. Demonstrate supplementing the basic diet using calories/nourishments.
18. Demonstrate assisting the vomiting/choking patient.
19. Document food and fluid intake on patient record.

**Competencies:**

Resources: Allocates Materials and Facilities

Interpersonal: Teaches Others New Skills/ Serves Clients/ Customers/ Patients/ Exercises Leadership/ Negotiates/ Works with Diversity

Information: Interprets and Communicates Information

Systems: Understands Systems

**Foundation:**

Basic Skills: Reading/ Writing/ Listening/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self-Management

(Theory: 2 hours)

(Clinical: 6 hours)

**Competency: EMERGENCY PROCEDURES**

**Focus:** Understand the basic anatomy and physiology of the neurosensory system.

**Minimal Competencies:**

1. Spell and define vocabulary related to safety.
2. Identify signs, symptoms and first aid used for emergency situations, such as bleeding, choking, fainting, heart attack, stroke, seizure and electric shock.
3. Explain the three basic elements of cardiopulmonary resuscitation (CPR).
4. Review actions utilized in the single person and two- person cardiopulmonary resuscitation (CPR) procedure.
5. Discuss actions of nursing assistants when an emergency code is called for a patient.
6. Discuss actions of nursing assistants when an international hospital code is called in a health care facility.
7. Demonstrate first aid for the patient in a health care facility.
8. Demonstrate safe practices in the health care facility.

**Competencies:**

Resources: Allocates Materials and

Interpersonal: Teaches Others New Skills/ Serves Patients/ Participates as Member of a Team/ Negotiates/ Works with Diversity

Information: Interprets and Communicates Information

Systems: Understands Systems/ Monitors and Corrects Performance

Technology: Selects Technology/ Applies Technology to Task

**Foundation:**

Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking

Skills: Decision Making/ Problem Solving Personal Qualities:

Responsibility/ Self-Management

(Theory: 2 hours)

(Clinical: 1 hour)



## **Competency Area - LONG-TERM CARE PATIENT**

**Focus:** Understand the psychosocial, physical, and recreational needs of geriatric residents with various chronic disorders.

### **Minimal Competencies:**

1. Define and spell words related to the neurosensory system.
2. Describe two functions of the nervous system.
3. Discuss the structure of the brain and the spinal cord in general.
4. List the five sense organs.
5. Compare symptoms of acute and chronic brain disease.
6. Describe symptoms of Alzheimer's disease.
  
7. Discuss nursing care of the patient with Alzheimer's disease with regard to diet, safety and inappropriate behavior.
8. Describe assessing the level of consciousness of a patient.
9. Discuss physical changes of aging that occur in various body systems.
10. Discuss mental and emotional changes in behavior that occur in the geriatric patient, such as depression and disorientation.
11. Discuss social changes that affect the geriatric resident to include retirement, change in income, isolation, death of family and friends, change in housing and dependence on others.
12. Discuss various types of recreation that can be offered to the geriatric resident.
13. List components of reality orientation.
14. List and define common chronic conditions of each body system of the geriatric patient.
15. Describe the general signs and symptoms of chronic conditions affecting each body system of the geriatric patient.
16. Discuss the nursing intervention utilized for various chronic conditions of the geriatric patient.

### **Competencies:**

Resources: Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Negotiates/ Works with Diversity

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

### **Foundation:**

Basic Skills: Reading/ Writing/ Listening/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self-Management

(Theory: 2 hours)

(Clinical: 2 hours)

## Competency Area - REHABILITATIVE NURSING

**Focus:** Understand and demonstrate restorative nursing care that promotes the potential of the resident

### Minimal Competencies:

1. Discuss the philosophy of restorative care.
2. List and discuss three principles implemented for successful learning.
3. Discuss prevention methods for five complications of inactivity.
4. Discuss instructing a resident to perform range of motion exercises.
5. Discuss the purpose of a whirlpool bath.
6. Discuss the procedure for a whirlpool bath.
7. Describe the steps of independent transfer from wheelchair to various objects.
8. Discuss basic guidelines for measuring, fitting, and adjusting assertive devices used in ambulation.
9. State the purpose of the safety belt used in ambulation.
10. Discuss psychological benefits of performing independently the activities of daily living (ADL)
11. Discuss the purpose and completion of an ADL evaluation form.
12. Identify components of a self-eating program that promotes success for the resident
13. Discuss techniques used to assist the resident in self-grooming and self-dressing.
14. Discuss documenting restorative nursing care on the patient record.
15. Discuss the involvement of family members in the rehabilitation process.
16. Demonstrate positioning techniques to prevent contracture, foot drop and pressure areas.
17. Demonstrate range of motion exercises.
18. Demonstrate a whirlpool bath.
19. Demonstrate transfer techniques.
20. Demonstrate ambulation techniques using assertive devices such as a walker and crutches.
21. Demonstrate assisting/teaching the rehabilitation patient with the activities of daily living.

### Competencies:

Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Teaches Others New Skills/ Serves Patients/ Participates as Member of a Team/ Negotiates/ Works with Diversity Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems Technology: Applies Technology to Task

### Foundation:

Basic Skills: Reading/ Writing/ Listening/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self-Management

(Theory: 2 hours) (Clinical:  
8 hours)

**Competency Area - OBSERVATION/ CHARTING**

**Focus:** Understand and perform documentation methods in the health care facility.

**Minimal Competencies:**

1. Discuss collection of data by observing the patient and from patient statements.
2. Identify three methods used by health care providers to exchange information regarding the patient
3. Describe four components of the nursing process.
4. Discuss the nursing care plan used for patient care.
5. List and discuss various forms used in the patient record.
6. Discuss the charting format used in the clinical facility.
7. Discuss the legal responsibilities in charting including legibility, color of ink, date/time, signature and error correction.
8. Define medical abbreviations using a vocabulary list.
9. List and identify ten commonly used medical symbols.
10. Identify the basic components of commonly used medical words.
11. Discuss use of the computer in the health care facility.
12. Document on a patient record using approved terms, symbols, and abbreviations.

**Competencies:**

Resources: Allocates Time/ Allocates Materials and Facilities/

Interpersonal: Participates as Member of a Team

Information: Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems/ Monitors and Corrects Performance

**Foundation:**

Basic Skills: Reading/ Writing/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Self-Management

(Theory: 4 hours)

(Clinical: 4 hours)

## **Competency Area - DEATH AND DYING**

**Focus:** Understand the emotional, spiritual and physical needs of the patient and family experiencing the stages of grief.

### **Minimal Competencies:**

1. Define and spell terms related to death and dying.
2. Describe the five stages of grief.
3. State the philosophy and goals of hospice care.
4. Explain the meaning of the do-not-resuscitate order.
5. Discuss various legal documents, such as living will, advance directives and durable power of attorney.
6. Discuss religious beliefs that influence attitudes about death.
7. Describe the spiritual preparation for death practiced by various religious denominations.
8. Discuss emotional responses of the health care worker to the patient experiencing each of the five stages of grief.
9. Describe nursing measures that may be useful when meeting the emotional needs of dying patients.
10. Discuss vital sign changes in the dying patient.
11. Describe the changes in each body system of the dying patient.
12. Describe the changes in the body senses of the dying patient.
13. Discuss documentation on the hospital record of the dying patient.
14. Discuss the procedure for organ donation.
15. Describe preparing the body after death.
16. Discuss the procedure for obtaining a postmortem examination.
17. Describe the nursing responsibilities associated with care of the body and the patient's belongings.

### **Competencies:**

Resources: Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Serves Patients/ Negotiates/ Works with Diversity

Information: Interprets and Communicates Information

Systems: Understands Systems

### **Foundation:**

Basic Skills: Reading/ Writing/ Listening/ Speaking

Thinking Skills: Decision Making

Personal Qualities: Responsibility/ Sociability/ Self-Management/

Integrity/ Honesty

(Theory: 2 hours)

**WEST LOS ANGELES COLLEGE**

**CNA Fall 2015 Schedule**

(See separate Detailed Schedule)

**54.0 hours Theory and 109 hours Clinical**

<b>Date</b>	<b>Day</b>	<b>Time</b>		<b>Theory / Clinical</b>	
2/10/15	<b>Tuesday</b>	<b>6:45pm-9:15pm</b>	<b>2.5</b>	<b>Theory-Orientation</b>	
2/12/15	Thursday	6:45pm-9:15pm	2.5	Theory	
February 14→16 , 2015	<b>PRESIDENTS HOLIDAY</b>				
2/17/15	Tuesday	6:45pm-9:15pm	2.5	Theory	
2/19/15	Thursday	6:45pm-9:15pm	2.5	Theory	
<b>2/21/15</b>	<b>Saturday</b>	<b>8:00am-1:00pm</b>	<b>5.0</b>	<b>Theory</b>	
2/24/15	Tuesday	6:45pm-9:15pm	2.5	Theory	
2/26/15	Thursday	6:45pm-9:15pm	2.5	Theory	
<b>2/28/15</b>	<b>Saturday</b>	<b>8:00am-1:00pm</b>	<b>5.0</b>	<b>Theory</b>	
3/3/15	Tuesday	6:45pm-9:15pm	2.5	Theory	
3/5/15	Thursday	6:45pm-9:15pm	2.5	Theory	
<b>3/7/15</b>	<b>Saturday</b>	<b>8:00am-1:00pm</b>	<b>5.0</b>	<b>Theory</b>	
3/12/15	Thursday	6:45pm-9:15pm	2.5	Theory	
3/14/15	Saturday	7:00am-4:00pm	8.0	Clinical	
3/15/15	Sunday	7:00am-4:00pm	8.0	Clinical	
3/19/15	Thursday	6:45pm-9:15pm	2.5	Theory	
3/21/15	Saturday	7:00am-4:00pm	8.0	Clinical	
3/22/15	Sunday	7:00am-4:00pm	8.0	Clinical	
3/26/15	Thursday	6:45pm-9:15pm	2.5	Theory	
3/28/15	Saturday	7:00am-4:00pm	8.0	Clinical	
3/29/15	Sunday	7:00am-4:00pm	8.0	Clinical	
4/2/15	Thursday	6:45pm-9:15pm	2.5	Theory	
<b>April 4, 2015→April 10, 2015</b>	<b>SPRING BREAK</b>				
4/16/15	Thursday	6:45pm-9:15pm	2.5	Theory	
4/18/15	Saturday	7:00am-4:00pm	8.0	Clinical	
4/19/15	Sunday	7:00am-4:00pm	8.0	Clinical	
4/23/15	Thursday	6:45pm-9:15pm	2.5	Theory	
4/25/15	Saturday	7:00am-4:00pm	8.0	Clinical	
4/26/15	Sunday	7:00am-4:00pm	8.0	Clinical	

4/30/15	Thursday	6:45pm-9:15pm	2.5	Theory	
5/2/15	Saturday	7:00am-4:00pm	8.0	Clinical	
5/3/15	Sunday	7:00am-4:00pm	8.0	Clinical	
5/7/15	Thursday	6:45pm-9:15pm	2.5	<b>Theory-FINAL EXAM</b>	
5/9/15	Saturday	7:00am-4:00pm	8.0	Clinical	
5/10/15	Sunday	7:00am-4:00pm	8.0	Clinical	