**Nurse Aide**

**Course Syllabus and Outline**

**2017-2018**

**Instructor information**

Julie Tidwell, RN

Carroll High School

Email: jtidwell@ozarkcityschools.net

Phone: 334-774-4915

**Course Description and Objectives**

Nurse Aide Training is a two-credit course that is designed for high school seniors to develop health care specific knowledge for a career in the medical field. Students pursue skill mastery in the classroom and laboratory, and also participate in intensive job-specific training in the clinical area. The Nurse Aide Training program and Health Science instructor must be approved by the Alabama Department of Public Health (ADPH), Division of Health Care Services, for students to be eligible for the National Nurse Aide Assessment. Students must successfully complete an approved program and pass the National Nurse Aide Assessment Certification Exam in order to become a Certified Nurse Aide (CNA).

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

**Instructional Philosophy**

It is my belief that every student should be given the opportunity to learn in a positive and well-managed environment where learning is made interesting and inviting. My goal is for each student who enters the Health Science classroom to gain relevant knowledge and skills that will prepare them for a career in healthcare. The instruction this semester will consist of teacher led discussion, hands-on skill practice and check off, group work, field trips, guest speakers, training videos, and other methods deemed appropriate by me. In the classroom, students will work through modules of assignments that coincide with the Alabama Course of Study for Health Science.

**Prerequisite**

 Foundations of Health Science and Therapeutics with satisfactory attendance. Student must also have a satisfactory discipline record.

**Fees**

The total fee for the class is $57 which includes class fee,$9 HOSA $16, CPR $7 and Liability Insurance $10, Drug Testing $15.

Upon successful completion of the written and skills test for this course, students are eligible to apply to take the National Nurse Aide Assessment (NNAA). The NNAA is designed to objectively measure the knowledge and skills of nurse aide candidates to assess at least entry level competency in the nurse aide field. This cost will be discussed at time of test. This cost is not determined by the school.

Students are required to purchase scrubs to wear to the clinical facility. Only black scrubs are permitted

Students must be vaccinated against Hepatitis B before reporting to clinical site. This is a series of 3 injections and is given at various locations or by your personal physician. There is a charge for these injections. Please call your health care provider to find out the fee. TB skin test is also required before going to the clinical site. And also flu vaccine prior to going to clinical site.

**Method of Instruction**

The methods through which students learn information include independent study, demonstration, return demonstration, and clinical experiences. Methods of teaching include individual and group instruction.

**Textbook**

*Diversified Health Occupations*, 7th edition by Louise Simmers. Additionally, many resource texts available in the classroom and online will be utilized.

**Required Supplies**

Enthusiasm, self-motivation, self-discipline, and a positive attitude!

3 inch three ring binder with lined paper

Black and Blue pen

Pencil

Scrubs ---Black

Transportation to and from clinical site

Note: Students are expected to bring required materials to class without exception. Students will **NOT** be permitted to return to their cars to get required materials. Students will receive a zero on assignments they cannot complete due to lack of materials.

**Make-Up Work**

It is the responsibility of **the student** to inquire about and make-up any work missed due to absence within 3 days of returning to school unless otherwise arranged with instructor. All make up tests must be taken before or after school or during an arranged time with the instructor.

**Attendance**

Good attendance is a very important part of the learning process in this course.

Attendance at the clinical site is required every day that school is in session, unless otherwise arranged with the instructor. If you are present at school but unable to go to clinical site, you MUST contact your instructor and clinical preceptor. To contact the instructor, you may use email or call and leave voicemail. The instructor will be visiting the clinical sites regularly and will keep in close contact with the preceptors. Please represent our school system and yourself well by being professional and responsible.

**Student Assessment**

100% TOTAL POSSIBLE:

Written and Skill Exams 60% Test – 30% (worksheets, lab practice) 9 & 18 week exams -20% writing-20% Participation 10%

* Work not turned in = 0
* Work turned in late =20 points off (exception for makeup work due to absences.)
* Working on outside assignments instead of classroom work will result in a 0 for that assignment.

**\*\*All students are required to attend the state designated amount of time for the classroom, lab, and clinical time designated by the state without exceptions. All missed clinical and class time must be made up. Any student failing to make arrangements for making up missed class or clinical time will not be allowed to sit for the NNAAP.**

Your grade in Clinical is based on your performance in the clinical setting and on any pre-clinical placement testing, including but not limited to a safety test, infection control test, and CPR test. Additionally, tests and/or projects will be assigned throughout the semester.

Weekly clinical report sheets will be due every Friday. Students will NOT go to the clinical site on Mondays or Fridays, but will report to the classroom. Clinical report sheets turned in after Friday will have 10 points per day deducted for each day late. If a student fails to turn in a clinical report sheet by the end of the week, he/she will not be allowed to go to the clinical site the following week. If a student is absent on Friday, he/she must turn their clinical report sheet in the first day they return to school.

**Grading Scale**

90-100 = A

80-89 = B

70-79 = C

Below 70 = F

**\*All students will be required to complete the safety in Health Care exam with a grade 100. Students will be given 3 opportunities to achieve this. If unable to do so, they will be removed from this class.**

**Course Outline**

**Introduction to Long Term Care Assisting**

1. Demonstrate knowledge and skills related to communication, safety, infection control, resident rights, and independence with satisfactory performance prior to engaging in direct contact with residents.
* Identifying proper channels related to the process of communication and demonstrating effective interpersonal skills
* Demonstrating proficiency and knowledge in the area of infection control

Examples: Lab Skills – hand washing, gloving, masking, gowning, donning and removing Personal Protective Equipment (PPE)

* Demonstrating skills related to safety and emergency procedures to include abdominal thrust and Cardiopulmonary Resuscitation (CPR)

Examples: Lab Skills - fire extinguisher, evacuation, falling, choking, CPR, bleeding, restraints

* Describing the purpose of resident’s rights and the importance of respecting the rights
* Defining independence and methods for promoting resident independence

**Basic Nursing Skills**

1. Identify basic nursing skills related to long term care and demonstrate knowledge and proficiency associated with the skills.
* Defining the importance of vital signs and demonstrating skills for taking and recording temperature, pulse, respiration, and blood pressure

Examples: Lab Skills - blood pressure, pulse, respiration, radial/apical pulse, temperature-oral, axillary, and rectal

* Demonstrating skills for measuring height and weight, and recognizing the importance of assessing height and weight

Examples: Lab Skills - weight of ambulatory and non-ambulatory patients, floor scale, wheel chair scale, occupied bed scale

* Identifying steps to maintaining and caring for the resident’s environment

Examples: Lab Skills - bed making, closed bed, occupied bed

* Recognizing abnormal changes in elderly body functions and demonstrating steps for reporting findings
* Defining stages in death and dying and identifying steps associated with caring for the dying resident

**Personal Care Skills**

1. Recognize and describe the importance and procedures related to personal care skills in the long term care setting and demonstrate satisfactory performance of skills.
* Demonstrating knowledge and skills needed for providing a bath and perineal care

Examples: Lab Skills – bed bath, shower, perineal care, catheter care, foot care

* Demonstrating the procedures necessary for grooming residents to include oral hygiene

Examples: Lab Skills - fingernail care, hair, shaving, mouth care, upper and lower dentures

* Demonstrating procedures for dressing residents

Examples: Lab Skills - dress in diaper, slacks, shirt, socks, shoes, apply knee-high elastic stocking, dress client with affected right arm

* Describing methods of toileting and procedures for assisting with elimination

Examples: Lab Skills - bedpan, calculate intake, measure urinary output, empty catheter bag, collect urine specimen, bedside commode

* Demonstrating steps for feeding residents

Examples: Lab Skills - feed resident, feed dependent resident

* Recognizing the importance of nutrition, hydration, and assisting residents with hydration

Examples: Lab Skills - calculate intake and output, provide drinking water

* Describing the importance of skin care

Examples: Lab Skills - back rub, lotion

* Demonstrating skills for transferring, positioning, and turning residents

Examples: Lab Skills - dangle, stand, ambulate, transfer bed to wheelchair (transfer belt), two-person transfer, assist to ambulate using transfer belt, position in chair, turn toward and away, move with draw sheet, log roll, position in fowlers, semi prone, supine, Sims, position on side

**Mental Health and Social Services**

1. Recognize the stages of the aging process, correctly identify the role of family support, and accurately describe methods for responding to behavioral problems in long term care.
* Modifying behavior in response to resident behavior
* Identifying appropriate steps for responding to residents based on their behavior
* Describing the aging process and recognizing developmental task for the resident’s age
* Recognizing the role family members have in regards to support of resident and in planning resident care

Examples: Lab Skills - role play personal choice and dignity, admission procedure

**Care of Cognitively Impaired Residents**

1. Identify procedures for communicating and working with residents who have cognitive impairments to include Alzheimer’s disease and satisfactorily demonstrate behavioral skills to meet the needs of these residents.
* Understanding techniques for addressing unique needs and behaviors of individuals with dementia
* Recognizing and understanding skills for communicating with residents who suffer with cognitive impairments
* Understanding cognitively impaired residents
* Responding appropriately to the behaviors of cognitively impaired residents

Examples: Lab Skills - role play appropriate communication skills for cognitively impaired residents

* Demonstrating methods of reducing the effects of cognitive impairments

Examples: Lab Skills - role play reducing the effects of cognitive impairments

**Basic Restorative Services**

1. Demonstrate knowledge and skills associated with basic restorative services for residents in long term care.
* Describing steps involved in training residents to perform task based on their abilities
* Demonstrating knowledge and skills related to assistive devices for transferring, ambulating, eating, and dressing residents

Examples: Lab Skills - crutch, cane, walker, dressing, eating

* Defining the importance of range of motion and accurately demonstrating steps for providing exercises for long term care residents

Examples: Lab Skills - perform passive range of motion exercises to include knee, ankle, shoulder

* Identifying positioning and turning techniques for residents

Examples: Lab Skills - turning and positioning

* Recognizing steps involved in bowel and bladder training

Examples: Lab Skills – bowel and bladder training schedule

* Demonstrating skills related to the care and use of prosthetic and orthotic devices

**Resident Rights**

1. Recognize the role of resident rights in long term care and demonstrate skills in maintaining resident rights in daily activities.
* Identifying steps for providing privacy and maintaining confidentiality of residents in long term care facilities

Examples: Lab Skills - HIPAA standards and regulations, confidentiality form, role play

* Promoting a resident’s right to make choices and accommodating their needs while in long term care
* Recognizing the steps involved in resident grievance and assisting resident with resolving disputes
* Assisting resident to participate in family groups and other activities while in long term care
* Providing care and security of a resident’s personal possessions while in long term care
* Promoting a resident’s right to be free from abuse, mistreatment, and neglect while in long term care
* Demonstrating knowledge and understanding of a resident’s right to be free from restraint use

**Professionalism**

* **The nature of this course requires a level of maturity and self-discipline.** Students should treat this course as they would treat a job.
* Students will be learning in a professional environment and the clinical settings demand professional behaviors and attitudes.
* Clinical rotations are an earned privilege and not a right of this class. If a student is unable to display a professional learning attitude, they will be removed from the clinical setting and given classroom assignments for their learning experience.
* Students will be providing their own transportation to and from the various clinical sites. Students **may not** ride to or from clinical sites with another student. They must park in assigned parking spots at their facility.
* Students’ appearance must also be professional. This includes, but is not limited to:
	+ Clean, neat, non-wrinkled scrubs
	+ Clean and appropriate tennis (leather) shoes
	+ Watch with a second hand
	+ Personal hygiene:
		- Student must be clean and without body odor.
		- Hair must be clean and pulled up and away from face at all times.
		- Fingernails must be clean and short. Nail polish is not allowed unless clear. Artificial nails are not appropriate in the health care setting.
		- No visible tattoos or piercings (other than appropriate earrings) will be allowed.
* Safety of our students and patients is a number one priority. Students must observe all safety and infection control practices discussed in class. Students must also be mindful of patient confidentiality and HIPAA laws as discussed in class. Violations of these standards WILL NOT be tolerated.
* All policies of the **Ozark City Schools** as well as all the rules, regulations, and guidelines found within the **Carroll High School Student Handbook** and the **Code of conduct for Ozark City Schools** must be followed.
* All Health Science Rules must be followed.

Failure to follow the above rules may result in removal from clinical site.

\***Parents and students**: Please feel free to communicate with me by phone, email, or conference at any time during the semester. Good communication is vital for success and I will be happy to talk with you at any time. If you have any problems or concerns, please let me know so that we can work to resolve them and make this a good learning experience for you. I am always just a phone call or email away.