



**CERTIFIED NURSING ASSISTANT  
COURSE OUTLINE**

**SPRING 2008**



## COURSE OUTLINE

**Course Number :** XAH251

**Course Title :** Certified Nursing Assistant Course

**Credits :** 0

**Hours:** 6 classroom hours & 18 clinical hours

**Catalog description:**

This specialization course prepares the student to sit for the State Certification Examination as a Certified Nursing Assistant. Students in this course must have completed, or be currently enrolled in, the Unlicensed Assistive Personnel Course.

**Prerequisites/Corequisites:** XAH250

**Required texts/other materials:**

Sorrentino, S. A. (2004). Mosby's textbook for nursing assistants (6<sup>th</sup> Ed.). St. Louis: Mosby.

**Last revised:** 2007

**Course faculty:** Catherine C. Smith, RNC, BSN, WOCN

**Information resources:** Textbook, library sources

**Course goals:**

*At the end of this course the student will be able to:*

- Provide direct client care to residents in the long-term care environment

COURSE OUTLINE

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify ways of encouraging independence and choice for a resident</li> <li>• Identify ways of providing privacy for a resident</li> <li>• Recognize rights of the resident in a Long-Term Care Facility (LTCF)</li> <li>• Describe how and to whom an identified resident abuse situation is reported</li> <li>• Describe how resident and/or family grievances are handled</li> <li>• Discuss means of protecting the resident’s personal property</li> </ul>	1	<p>Section I – Introduction to the Role of the UAP Nurse Aide in Long-Term Care</p> <p>A. Concept of long-term care</p> <ol style="list-style-type: none"> <li>1. purpose</li> <li>2. Federal and NJ State requirements</li> </ol> <p>B. Role of the UAP within the long-term care facility (LTCF)</p> <ol style="list-style-type: none"> <li>1. organizational framework</li> <li>2. job descriptions</li> </ol> <p>C. Legal and ethical considerations for long-term care</p> <ol style="list-style-type: none"> <li>1. responsibilities of the nurse aide</li> </ol>	Lecture/Handouts	Required Reading: Sorrentino – Chapter 9
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify factors that contribute to depression in the resident of a long-term care facility</li> <li>• Recognize behaviors associated with depression, delirium and dementia</li> <li>• Discuss important considerations when providing care to the resident with Alzheimer’s disease or other dementias</li> <li>• Identify approaches that may decrease agitated behavior in the confused resident</li> <li>• Demonstrate communication skills effective with the confused or disoriented resident</li> <li>• Discuss the use of reality</li> </ul>	1	<p>Section II – Foundations for Working with People</p> <p>A. Cognitive changes that affect behavior</p> <ol style="list-style-type: none"> <li>1. depression</li> <li>2. delirium</li> <li>3. dementia</li> </ol> <p>B. Adjustments to institutional living</p> <ol style="list-style-type: none"> <li>1. admission</li> <li>2. supportive care</li> </ol> <p>C. Resident’s need for activity, recreation and social interaction</p> <ol style="list-style-type: none"> <li>1. need for meaningful activity</li> <li>2. types and values of activities</li> <li>3. appropriateness of functions</li> <li>4. role of the nurse aide in supporting recreational needs of the resident</li> </ol>	Lecture/Handouts	Required Reading: Sorrentino – Chapter 35

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>orientation and reminiscences with confused residents</p> <ul style="list-style-type: none"> <li>• Demonstrate basic skills in reality orientation</li> <li>• Discuss emotional reactions resident and family members may experience with resident's admission</li> <li>• Identify supportive ways of interacting with family members</li> <li>• Discuss how unmet social needs can affect changes in the resident's mood and behavior</li> <li>• Identify ways the nurse aide can assist resident in getting to and participating in activities</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Describe at least four ways of adjusting the physical environment for the physical comfort and safety, health and enjoyment of residents</li> <li>• Recognize the responsibility of the nurse aide in maintaining an orderly, sanitary, pleasant and safe environment for residents</li> <li>• List at least two ways of preventing hyperthermia</li> <li>• Describe a resident unit</li> <li>• Discuss the importance of adequate supervision and assistive/protective devices in reducing the risk of accidents</li> <li>• Demonstrate skill in the use of protective devices intended to protect the resident</li> <li>• Discuss physical and emotional hazards to the restrained resident</li> <li>• Discuss why the use of physical</li> </ul>	2	<p>Section III – Foundations for a Safe Resident Environment</p> <p>A. General safety: environmental, physical and emotional</p> <ol style="list-style-type: none"> <li>1. maintaining a pleasant environment in the facility</li> <li>2. decreasing the risk of accidents</li> </ol>	Lecture/Handouts Demonstration	Required Reading: Sorrentino – Chapter 10

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>restraint should be avoided</p> <ul style="list-style-type: none"> <li>Discuss how to meet a resident's needs without the use of restraints</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>Describe a nurse aide's responsibilities upon discovering a fire emergency</li> <li>Discuss a nurse aide's responses to the fire alarm</li> <li>Demonstrate "lifesaving-carry" for evacuating nonambulatory residents in a fire or disaster emergency</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>Discuss the importance of cleanliness and sanitation in a LTCF</li> <li>Describe the responsibilities of the housekeeping and maintenance staff in maintaining an orderly, sanitary and safe environment for residents</li> <li>Demonstrate techniques for cleaning various resident care items and equipment used in care</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>Discuss guidelines for responding to client-related emergencies</li> <li>Indicate the importance of calling for help when discovering an emergency and American Red Cross standards</li> </ul> <p>The student will:</p>		<p>B. Responding to facility emergencies: fire and disaster</p> <ol style="list-style-type: none"> <li>general policy and procedures</li> <li>measures to ensure timely and safe response</li> <li>order of response to fire emergency: R.A.C.E.</li> <li>fire extinguishers</li> <li>evacuations</li> <li>fire safety considerations</li> </ol> <p>C. Standard precautions for infection control in long-term care</p> <ol style="list-style-type: none"> <li>disposal of waste products/body fluids</li> <li>handling linens</li> <li>handling personal clothing</li> <li>infection precautions</li> <li>cleanliness and sanitation</li> </ol> <p>D. Emergencies</p> <ol style="list-style-type: none"> <li>define emergency</li> <li>emergency preparedness and response</li> <li>guidelines for handling emergencies</li> </ol>		<p>Required Reading: Sorrentino – Chapter 12</p>

<b>OBJECTIVES AND EXPECTED COMPETENCIES</b>	<b>HRS</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>
<ul style="list-style-type: none"><li>Recognize the need to encourage self-care</li><li>Identify ways the nurse aide can encourage self-care</li><li>Identify assistive devices used to promote independence and self-care</li><li>Demonstrate transfer techniques while utilizing proper body mechanics and observing the resident's safety, while also respecting the resident's rights at all times</li></ul> <p>The student will:</p> <ul style="list-style-type: none"><li>Provide examples of assistive devices used to encourage self-feeding</li><li>Identify activities that promote appetite</li><li>Demonstrate the following procedures while applying the principles of safety, and respecting the resident's rights:<ul style="list-style-type: none"><li>- serving meal trays</li><li>- feeding a dependent resident</li></ul></li></ul>	2	<p>Section IV – Safety: Systems and Related Care</p> <p>A. Musculoskeletal system</p> <ol style="list-style-type: none"><li>restorative and rehabilitative care</li><li>body alignment</li><li>procedures related to musculoskeletal system</li></ol> <p>B. Upper gastrointestinal system</p> <ol style="list-style-type: none"><li>meeting the nutritional needs of the resident</li></ol>	Lecture/Handouts Demonstration	<p>Required Reading: Sorrentino – Chapter 13, 22</p>             <p>Required Reading: Sorrentino – Chapter 20</p>

## Evaluation of Student Learning:

### Course Requirements:

1. Final Exam

#### Grading

Final Exam.....25%

### GRADING

<b>A</b>	<b>97-100</b>
<b>A-</b>	<b>93-96</b>
<b>B+</b>	<b>89-92</b>
<b>B</b>	<b>85-88</b>
<b>B-</b>	<b>81-84</b>
<b>C+</b>	<b>78-80</b>
<b>C</b>	<b>75-77</b>
<b>D</b>	<b>61-74</b>
<b>F</b>	<b>60 or below</b>

2. Clinical Experience – 3 days (75%)

#### Clinical Grading

Satisfactory/Unsatisfactory

### Academic Integrity Statement:

**ACADEMIC INTEGRITY  
OMB 210**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

#### **A. Uses or obtains unauthorized assistance in any academic work.**

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

#### **B. Gives fraudulent assistance to another student.**

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

#### **C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.

- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.

**D. Fabricates data in support of an academic assignment.**

- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

**E. Inappropriately or unethically uses technological means to gain academic advantage.**

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

**CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation.

In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

**APPEALS**

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved by the MCCC Board of Trustees March 18, 2004