

2007 Mississippi Curriculum Framework

Adult Short-Term Long-Term Care Nurse Aide

(Program CIP: 51.1614 – Nurse/Nursing Assistant/Aide and Patient Care Assistant)

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Standards in this document are based on information from the following organizations:

National Health Care Skill Standards

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Related Academic Standards

CTB/McGraw-Hill LLC. (1994). *Tests of adult basic
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Preface

Adult Short-Term Long-Term Care Nurse Aide Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each unit were considered during the revision process. The *Internet Journal of Allied Health Sciences and Practice* was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from schools and colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included dependability, compassion, communication, positive attitude, initiative, flexibility, and teamwork. Occupation-specific skills stated included use of standard equipment, ability to perform vital signs, assisting with ADL, and observation skills. Safety practices emphasized included use of proper body mechanics and utilizing universal/standard precautions.

Instructors from schools and colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. No specific comments related to this program were made by Advisory Committee members regarding changes to the content of the curriculum. In addition, no significant changes for the curriculum were suggested by members of the revision team.

Curriculum

The following national standards were referenced in each course of the curriculum:

- *CTB/McGraw-Hill LLC Tests of Adult Basic Education, Forms 7 and 8 Academic Standards*
- *21st Century Skills*
- *National Health Care Skill Standards*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the March 9, 2006 curriculum revision meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Content related to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) was added to appropriate units.
- In Unit 3; Competency 1, objective f was deleted; Competency 2, objective e was added regarding the care of the resident with alternate feeding methods.
- The Recommended Tools and Equipment list was updated.

Assessment

Students will be assessed using the *National Nurse Aide Assessment Program (NNAAP™) Examination*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- HIPAA standards
- Awareness of the information pertaining to the National Nurse Aide Assessment Program (NNAAP™ Examination)
- Training to prevent musculoskeletal injuries (MSIs) related to the workplace
- How to use the program Blackboard site
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational-technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the units or courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification – Courses may be classified as:
 - Vocational-technical core – A required vocational-technical course for all students.

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs.
 - Vocational-technical elective – An elective vocational-technical course.
 - Related academic course – An academic course which provides academic skills and knowledge directly related to the program area.
 - Academic core – An academic course which is required as part of the requirements for an Associate degree.
- Description – A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course.
 - Corequisites – A listing of courses that may be taken while enrolled in the course.
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. The remaining 25 percent of each course should be developed at the local district level and may reflect:
 - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
 - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
 - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
 - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
 - Students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
 - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to:
 - Assist community/junior college personnel in developing articulation agreements with high schools, and
 - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The Baseline Competencies may be taught as special “Introduction” courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Integrating baseline competencies from associated high school programs.

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course which meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

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Program Description

The Long-Term Care Nurse Aide program prepares the individual to assist in providing care as a member of the health care team in a skilled nursing facility under the direction of health care professionals.

Graduates of the 80-hour program are eligible for certification as a Nurse Aide by passing State Department of Health approved competency examinations.

Industry standards referenced are from the *National Health Care Skill Standards*.

Course Outline

Adult Short-Term Long-Term Care Nurse Aide

Course CIP Code: 51.1690

Unit	Title	Hours
1	Fundamentals of Long-Term Care Assisting	14
2	Long-Term Care Concepts and Skills	32
3	Human Needs	8
4	Special Care Procedures	26
TOTAL HOURS		80

Long-Term Care Nurse Aide**Unit 1: Fundamentals of Long-Term Care Assisting****(14 hours)**

Competencies and Suggested Objectives	
1.	Develop employability skills. <ol style="list-style-type: none"> Describe purposes of long-term health care facilities. Define role limitations of the long-term care nurse aide. Maintain personal hygiene. Utilize interpersonal communication skills. Complete a job application form. Explain the role of an applicant in a job interview. Discuss job-keeping skills. Prepare a cover letter, a résumé and a letter of resignation.
2.	Explain professional ethics, legal responsibility, and resident's rights. <ol style="list-style-type: none"> Discuss the Code of Ethics. Explain HIPAA and list ways to protect client's confidentiality. Identify protective services and the Vulnerable Adult Act as related to residents. Identify resident's rights in all long-term care health care settings. Discuss state, federal, and Joint Commission of Health Care Organizations regulations. Explain legal guidelines for protective devices. Report signs and symptoms of resident abuse/neglect.
3.	Recognize safety precautions and procedures. <ol style="list-style-type: none"> Identify personal safety precautions. Describe accident prevention guidelines. Discuss procedures for dealing with safety hazards. Report product and equipment defects. Assist with the safe use of oxygen. Describe resident safety in electrical and fire emergencies. Identify safety guidelines for protective devices. Obtain CPR certification.
4.	Use communication and observation skills in the long-term care environment. <ol style="list-style-type: none"> Utilize communication skills. Identify communication techniques with special needs clients. Explain the importance of responding to resident's request for assistance in a timely manner. Assist resident with reality orientation support. Report and record pertinent resident observations. Describe the role of the long-term care nurse aide as a member of the health care team. Adhere to assigned plan of care.
5.	Use medical terminology. <ol style="list-style-type: none"> Demonstrate the use of medical references to spell medical terms correctly. Identify common abbreviations and their meanings. Translate medical terms and abbreviations into common language.

STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of residents.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to residents, co-workers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Acello, B. (2007). *Competency exam prep and review for nursing assistants* (4th ed.). Independence, KY: Thomson/Delmar Learning.
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Long-Term Care Nurse Aide**Unit 2: Long-Term Care Concepts and Skills****(32 hours: 10 lecture, 12 lab, 10 clinical)**

Competencies and Suggested Objectives	
1. Utilize OSHA regulations.	<ul style="list-style-type: none"> a. Utilize principles of medical asepsis and infection control. b. Adhere to standard/universal precautions. c. Relate standard/universal precautions to the transmission of infectious diseases including HIV, AIDS, HAV, HBV, TB, and MRSA. d. Demonstrate hand washing technique. e. Demonstrate donning and removing disposable gloves. f. Clean washable supplies using pertinent regulatory guidelines. g. Follow prescribed isolation techniques. h. Dispose of contaminated material according to approved policy. i. Assist with instruction of patient/family in medical asepsis/isolation techniques.
2. Maintain resident unit.	<ul style="list-style-type: none"> a. Demonstrate unoccupied and occupied bed making skills using flat and fitted sheets. b. Demonstrate hospital bed positions. c. Adhere to specifications for specialty beds and/or equipment. d. Maintain clean resident unit. e. Maintain aesthetic environment. f. Provide for maintenance of supplies and equipment.
3. Demonstrate lifting, moving, and transporting residents.	<ul style="list-style-type: none"> a. Utilize principles of body mechanics. b. Position resident in bed or chair. c. Turn and reposition resident in bed or chair. d. Assist resident in ambulation. e. Transfer resident to and from bed and chair. f. Transfer resident using special devices. g. Transport resident by stretcher, wheelchair, and bed. h. Assist resident in use of assistive devices.
4. Demonstrate personal care skills.	<ul style="list-style-type: none"> a. Provide resident privacy. b. Assist with dressing/undressing resident. c. Provide nail care. d. Provide foot care. e. Shampoo resident's hair. f. Provide hair care. g. Shave resident. h. Demonstrate bed bath. i. Demonstrate tub bath. j. Demonstrate specialty baths. k. Demonstrate shower bath. l. Demonstrate bath with assistance. m. Perform oral hygiene including dentures. n. Provide for or assist with prosthetic care.

- o. Provide perineal care.
- p. Provide skin care.
- q. Give back rub.
- r. Record and report pertinent observations.

STANDARDS

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- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
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- CS6 Interpersonal and Self-Directional Skills

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Long-Term Care Nurse Aide
Unit 3: Human Needs

(8 hours)

Competencies and Suggested Objectives	
1.	<p>Explain the physical and psychological needs shared by all human beings.</p> <ol style="list-style-type: none"> a. Describe the general aging process. b. Identify resident's basic physical and emotional needs. c. Describe actions taken by the geriatric nurse aide to meet resident's physical and emotional needs. d. Assist resident with recreational activities/projects. e. Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementias including Alzheimer's. g. Describe the stages of grief. h. Demonstrate care of the dying patient.
2.	<p>Explain nutrition and hydration needs of all long-term care residents.</p> <ol style="list-style-type: none"> a. Identify basic nutritional needs for all age groups. b. Describe the types of therapeutic diets. c. Serve, set up, and collect food tray. d. Demonstrate how to assist/feed a resident with a disability including high potential for aspiration. e. Discuss care of resident with alternate feeding methods. f. Utilize appropriate techniques when administering liquids. g. Assist resident with dietary selections according to institutional policy. h. Provide between-meal nourishment as instructed. i. Document appropriate observations of nutrition and hydration intake/output.

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Related Academic Standards

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- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Acello, B. (2007). *Competency exam prep and review for nursing assistants* (4th ed.). Independence, KY: Thomson/Delmar Learning.
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- Sorrentino, S. A., & Gorek, B. (2006). *Mosby's essentials for nursing assistants* (3rd ed.). St. Louis, MO: Mosby.

Long-Term Care Nurse Aide
Unit 4: Special Care Procedures

(26 hours: 10 lecture, 6 lab, 10 clinical)

Competencies and Suggested Objectives	
1.	Admit, transfer, and discharge residents. <ol style="list-style-type: none"> a. Assist with admission procedures. b. Discuss storage of valuables for resident. c. Assist with transferring resident. d. Assist with discharging resident.
2.	Assist with diagnostic procedures for residents. <ol style="list-style-type: none"> a. Take and record vital signs. b. Collect specimens (stool, sputum, and urine). c. Prepare specimen for transfer to laboratory. d. Assist health care professional with physical examination of resident. e. Measure and record resident's height and weight. f. Discuss common urine tests.
3.	Assist with treatments for residents. <ol style="list-style-type: none"> a. Discuss the care of resident receiving sitz bath. b. Apply elbow and heel protectors. c. Apply elastic stockings. d. Discuss cold applications. e. Discuss heat applications. f. Discuss tepid bath for reducing resident's temperature. g. Apply arm sling. h. Assist resident in performing active/passive range-of-motion exercises. i. Assist in applying binders. j. Assist with caring for resident with drainage tubes. k. Provide care for resident with skin-care/comfort devices. l. Assist with care for resident receiving oxygen therapy. m. Assist with cast care for resident. n. Assist with whirlpool bath. o. Discuss the care of resident in traction. p. Assist with postmortem care.
4.	Assist with elimination needs of residents. <ol style="list-style-type: none"> a. Place and remove bedpan. b. Provide and remove urinal. c. Assist resident to bathroom/bedside commode. d. Assist with enema administration. e. Care for incontinent resident. f. Assist with ostomy care. g. Care for indwelling urinary catheter and drainage system. h. Demonstrate care for external urinary catheter and drainage system. i. Assist resident with bowel and bladder training.

STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of residents.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to residents, co-workers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)

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Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Bed with Electrical Controls and Side Rails (1 per program)
2. Bed, Non-electric with Workable Side Rails (1 per program)
3. CPR Head, Adult (1 set of 10 per program)
4. Lift, Hoyer, Hydraulic (1 per program)
5. Manikin (adult), Patient Care (2 per program)
6. Stretcher (1 per program)
7. Washer (1 per program)
8. Wheelchair (1 per program)
9. Computer with CD-ROM (1 per 4 students)
10. Workstation, Computer (1 per computer)
11. Printer, Laser (1 per 2 computers)
12. Dryer (1 per program)

NON-CAPITALIZED ITEMS

1. Bags, Enema and Douche (1 each per program)
2. Basin, Bath (10 per program)
3. Basin, Emesis (12 per program)
4. Bath, Sitz (1 per program)
5. Bed Pan, Fracture (5 per program)
6. Bed Pan, Regular (5 per program)
7. Bedspreads (4 per program)
8. Belt, Gait (3 per program)
9. Blankets (2 per program)
10. Blankets, Bath (2 per program)
11. Blood Pressure Kits (10 per program)
12. Cabinets (to store supplies) (2 per program)
13. Call Light Button Simulator (1 per bed unit)
14. Cane (1 per program)
15. Cart, Utility (1 per program)
16. Catheter Anchoring Straps (3 per program)
17. Catheter Bags (3 per program)
18. Chair, Commode (1 per program)
19. Chair, Geri (1 per program)
20. Chair, Shower (1 per program)
21. Chairs, Stacking (6 per program)
22. Clock, Wall with Second Hand (1 per program)
23. Clothes, Men's and Women's (1 outfit each per program)
24. Clothing Protector (1 per program)
25. Cover, Plastic Pillow Case (10 per program)
26. Cradle, Over Bed (1 per program)
27. Crutches, Adjustable (1 pair per program)

28. Cups, Drinking (20 per program)
29. Curtain, Privacy Ceiling or Wall-Mounted (1 per bed)
30. Dispenser, Soap, Wall Mounted (1 per sink)
31. Glasses, Drinking (10 per program)
32. Gown, Hospital (10 per program)
33. Hose, Antiembolism (1 pair knee high and 1 pair thigh high per program)
34. Isolation Gowns, Caps, Masks (3 per program)
35. K Pads (1 per program)
36. Lamp, Gooseneck (1 per program)
37. Laundry Hamper/Simulator (1 per program)
38. Mattress, Hospital Bed (1 per bed)
39. Oxygen Masks, Cannula/Humidifiers (2 per program)
40. Pillows (4 per bed)
41. Pillowcases (4 dozen per program)
42. Pitchers, Plastic (10 per program)
43. Plates (1 set per program)
44. Razor, Electric (1 per program)
45. Rehabilitative Feeding Equipment (plate, cup, fork, knife, spoon) (6 sets per program)
46. Restraint, Mitten (2 per program)
47. Restraint, Vest (1 small, 1 medium, and 1 large per program)
48. Restraint, Waist (3 per program)
49. Restraint, Wrist (3 sets per program)
50. Scale, Physician (measures height and weight) (1 per program)
51. Screens, Privacy, 3-fold (1 per program)
52. Sheets, Hospital Bed (3 dozen per program)
53. Soap Dishes (2 per program)
54. Stand (IV bags and tubing) (1 per program)
55. Stethoscope (10 per program)
56. Stethoscope, Dual (3 per program)
57. Syringe, Feeding (1 per program)
58. Table, Bedside (1 per program)
59. Table, Folding (1 per program)
60. Table, Over Bed (1 per program)
61. Thermometer, Bath, Non-mercury (1 per program)
62. Thermometer, Digital (1 per program)
63. Thermometer, Glass Oral, Non-mercury (12 per program)
64. Thermometer, Glass Rectal, Non-mercury (12 per program)
65. Towels (6 dozen per program)
66. Trays, Food (5 per program)
67. Tray, Shampoo (1 per program)
68. Urinal (1 per program)
69. Utensils (5 sets per program)
70. Walker (minimum 2 per program)
71. Wash Cloths (6 dozen per program)
72. Water Pitcher/Glasses/Tray (2 per program)

SUPPLIES

1. Brush/Comb Sets (2 sets)
2. Cotton Swabs (1 box per program)
3. Denture Brushes (12 per program)
4. Denture Cups (12 per program)
5. Denture Creams (12 containers per program)
6. Dental Floss (12 containers per program)
7. Deodorant (2 containers per program)
8. Gloves (1 box per program)
9. Incontinent Briefs (1 box per program)
10. Isolation Bag (1 per program)
11. Lotion (6 bottles)
12. Measuring Container for Urine (1 per program)
13. Mirror (1 per program)
14. Mouthwash (12 containers per program)
15. Nair Care Set (6 per program)
16. NG Tubes (3 per program)
17. Powder/Cornstarch (6 containers)
18. Denture Cleaner (6 boxes)
19. Razors (6 per program)
20. Shaving Cream (6 containers per program)
21. Straws (1 box per program)
22. Thermometer Sheaths (1 box per program)
23. Tissues (6 boxes)
24. Toilet Paper (1 case per program)
25. Toothettes (1 case)
26. Toothbrushes (12 per program)
27. Toothpaste (12 containers per program)
28. Tongue Blades (1 box per program)
29. Trash Bags (1 box per program)
30. Underpads (1 dozen per program)
31. Water Soluble Lubricant for Rectal Thermometer (1 container per program)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Cabinet, File with Lock, 4 drawer (2 per program)
2. Chart, Anatomy (1 per program)
3. DVD Player (1 per program)
4. Overhead Projector (1 per program)
5. Projector Screen (1 per program)
6. Skeleton, Total Body (1 per program)
7. Table, AV Equipment (1 per program)
8. TV, 25" Color Monitor (1 per program)

9. Torso (1 per program)
10. VCR (1 per program)

ASSESSMENT

BLUEPRINT

This program is an enrichment program and serves as a feeder program to vocational/technical programs that are assessed by either the MS-CPAS or a certification exam.

Appendix A: National Health Care Skill Standards¹

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
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- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

¹ *National health care skill standards*. Retrieved July 14, 2004, from <http://www.wested.org/nhcssp/nhcindex.htm>

Appendix B: Related Academic Standards²

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

² CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills³

CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to our nation's evolving economic and business environment

CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

³ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts