



## NAST 1100 NURSE AIDE FUNDAMENTAL COURSE SYLLABUS Fall Semester 2018

### COURSE INFORMATION

Credit Hours/Minutes: 6/6850  
Class Location: Gillis Building Room 619  
Class Meets: Tuesday and Thursday 2:00pm-5:45pm  
Course Reference Number (CRN): 20392

### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Lash Clemens, RN  
Office Location: SECCA building  
Office Hours: By appointment  
Email Address: [Lash Clemens \(lclemens@southeasterntech.edu\)](mailto:lclemens@southeasterntech.edu)  
Phone: 912-538-3294  
Fax Number: 912-538-3106  
Tutoring: By Appointment

### SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

### REQUIRED TEXT

1. **Text:** *Nursing Assisting: A Foundation in Caregiving*, Diana L. Dugan, Fourth Edition
2. **Workbook:** *Nursing Assisting: A Foundation in Caregiving*, Diana L. Dugan, Fourth Edition
3. ***Nurse Aide Program Handbook***  
(Failure to obtain required course text and resources may result in dismissal from the course.)

### REQUIRED SUPPLIES & SOFTWARE

3 ring notebook, writing utensils of choice, and other supplies as deemed necessary by the instructor.  
Program Specific supplies and requirements are outlined in the Nurse Aide Program Handbook.

### COURSE DESCRIPTION

NAST 1100, Nurse Aide Fundamentals, introduces the student to the role and responsibilities of the Nurse Aide. Emphasis is placed on understanding and developing critical thinking skills, as well as demonstrating knowledge of the location and function of human body systems and common disease processes; responding to and reporting changes in a residents/patient's condition, vital signs; nutrition and diet therapy; disease processes; emergency concerns; ethics and legal issues and governmental agencies that influence the care of the elderly in long term care settings; mental health and psychosocial well-being of the elderly; use and care of mechanical devices and equipment; communication and interpersonal skills and skills competency based on federal guidelines.

## MAJOR COURSE COMPETENCIES

### I. Role and Responsibilities of the Nurse Aide

- A. Identify the qualities and responsibilities of a successful nurse aide.
- B. Discuss the relationship of the nurse aide in the care team.
- C. Discuss ethical issues which concern nurse aides.
- D. Discuss the role of the nurse aide.
- E. Discuss the scope of practice of the nurse aide.

### II. Communication and Interpersonal Skills

- A. Explain the importance of interpersonal skills and methods of communication.
- B. Explain verbal and nonverbal barriers to communication.
- C. Demonstrate communication with the hearing impaired.
- D. Define HIPPA and PHI law.
- E. Define the importance of maintaining confidentiality, dignity, and privacy.
- F. Demonstrate communicating with the visually impaired.
- G. Explain the importance of the relationship of the family and the nurse aide.
- H. Discuss codes of ethics, values and beliefs and how they influence behavior.
- I. Demonstrate how to observe and report changes in the condition of a patient.

### III. Topography, Structure, and Function of the Body Systems

- A. Discuss the normal aging process, care of the elderly, assisting residents to adapt to physical, emotional and psychological changes.
- B. Describe the anatomy, list the function and the commonly associated diseases and conditions for each of the following body systems: integumentary, musculoskeletal, nervous, cardiovascular, respiratory, gastrointestinal, endocrine, urinary, lymphatic, and reproductive.
- C. Discuss the anatomy and function of the sensory organs.
- D. Discuss dementia, AD, and working with residents with difficult behaviors.
- E. Define cognitive impairment.
- F. Identify ways to care for the client with cognitive impairment.
- G. Apply techniques to modify the nurse aide's behavior in response to residents' behaviors.
- H. Discuss methods for reducing the effects of cognitive impairment.
- I. Describe the following specific conditions associated with the cardiovascular system: hyper-and hypotension, peripheral vascular disease, and congestive heart failure.
- J. Describe the following specific conditions of the respiratory system: chronic obstructive pulmonary disease, influenza, and pneumonia.
- K. Describe the following specific conditions of the gastrointestinal system: dysphagia, altered bowel elimination (colostomy) care and incontinence.
- L. Describe the following specific conditions of the urinary system: incontinence and urinary tract infections.
- M. Describe the following specific conditions of the lymphatic system: human immunodeficiency virus and cancer.
- N. Describe the following specific conditions of the reproductive system: sexually transmitted diseases.
- O. Describe the conditions associated with arthritis and osteoporosis as well as their treatment regimens.

### IV. Injury Prevention and Emergency Preparedness

- A. Explain infection control practices.
- B. Demonstrate infection control practices and methods for preventing the spread of disease.
- C. Describe methods of isolation and transmission based precautions
- D. Describe infection control measures for blood borne and air borne pathogens.
- E. Describe tuberculosis standards.
- F. Demonstrate the use of personal protective equipment.
- G. Recognize antimicrobial agent resistant organisms.
- H. Explain the roles and responsibilities of the Centers for Disease Control in disease prevention.
- I. Recognize the nature of and the proper responses to medical emergencies.
- J. Recognize when to respond with cardiopulmonary resuscitation, the Heimlich maneuver, disaster preparedness, as well as fire safety (RACE and PASS) and oxygen safety procedures.
- K. Demonstrate response to resident falls.
- L. Describe body mechanics.

- M. Demonstrate lifting and transfer techniques.
- N. Demonstrate use and maintenance of lifting devices.
- O. Demonstrate bed safety techniques.

#### IV. Resident's Rights

- A. Discuss OBRA and its implications for the role and training of nurse aides as well as their scope of practice.
- B. Explain resident's rights and their effect on quality of care.
- C. Discuss the legal terms associated with resident's rights.
- D. Explain the role of the Ombudsman, Residents Council, and the grievance process.
- E. Demonstrate methods for providing privacy confidentiality, and dignity when providing care and accommodating resident needs.
- F. Recognize signs of abuse.
- G. Demonstrate knowledge of the procedures for reporting abuse.
- H. Recognize signs of the misappropriation of funds.
- I. Demonstrate the proper use of restraints according to facility standards.
- J. Identify ways to secure residents possessions.
- K. Explain the importance of residents making personal choices and participating in their care.
- L. List ways to promote resident independence.

#### VI. Basic Patient Care Skills

- A. Demonstrate assessing and recording temperature, pulse, respiration, blood pressure and pain.
- B. Identify ways to assess pain.
- C. Describe how pain affects vital signs.
- D. Explain the difference between subjective and objective findings.
- E. Demonstrate the assessment of height and weight and the parameters associated with each.
- F. Demonstrate the admission, transfer and discharge processes.
- G. Demonstrate bed-making skills on occupied bed and closed bed.
- H. Demonstrate the proper care of clean as well as soiled linen.
- I. Explain the importance of measures to prevent skin breakdown.
- J. Demonstrate measuring and recording intake and output.
- K. Demonstrate how to assist residents with each type of bedpan.
- L. Identify the characteristics of urine.
- M. Describe the characteristics of stool, constipation and diarrhea.
- N. Demonstrate the collection of specimens including saliva, stool and urine, and use of PPE and biohazard supplies.
- O. Discuss caring for residents with oxygen, IV, NG, and PEG tubes.
- P. Demonstrate logrolling and use of draw sheet to turn and position residents.
- Q. Demonstrate how to maintain proper resident body alignment to prevent contractures.
- R. Demonstrate five different patient positions.
- S. Demonstrate proper skin care.
- T. Identify factors that prevent pressure sores.
- U. Identify bony prominences.
- V. Demonstrate the use of moisture barriers.
- W. Identify stages of pressure sores.
- X. Describe the use of pressure relieving devices.
- Y. Demonstrate proper female catheter care.
- Z. Demonstrate proper male catheter care.
- AA. Demonstrate feeding a dependent resident.
- BB. Demonstrate observation and recording of the percentage of food consumed.
- CC. Explain the stages of dying.
- DD. Discuss caring for the dying resident.
- EE. Demonstrate postmortem care.
- FF. Describe hospice care and palliative care.

#### VII. Personal Care Skills

- A. Demonstrate proper oral care including flossing.

- B. Demonstrate oral care for the unconscious resident.
- C. Demonstrate proper denture care
- D. Demonstrate a complete bed bath.
- E. Demonstrate a partial bed bath.
- F. Demonstrate dressing a resident with unilateral weakness.
- G. Demonstrate dressing a resident with an IV>
- H. Demonstrate nail care.
- I. Demonstrate foot care.
- J. Demonstrate hair combing.
- K. Demonstrate shampooing a resident's hair in bed.
- L. Demonstrate shaving a resident.
- M. Demonstrate offering a bedpan or urinal to a resident.
- N. Demonstrate assisting a client from bed to bedside commode.
- O. Demonstrate giving a back rub.
- P. Demonstrate female pericare.
- Q. Demonstrate male pericare.

### VIII. Restorative Care

- A. Discuss the relationship between rehabilitation and restorative care.
- B. Define and demonstrate range of motion.
- C. Demonstrate dangling resident
- D. Define and demonstrate the use of assistive devices.
- E. Define and demonstrate assisting with adaptive devices.
- F. Define and demonstrate the use of supportive devices.
- G. Discuss bowel and bladder retraining programs
- H. Demonstrate transferring residents to wheelchair using gait belt.
- I. Demonstrate assisting a client in ambulating with a walker, gait belt and cane.
- J. Explain care for and the application of prosthetic and orthotic devices.
- K. Discuss care of hearing aids and eyeglasses

### PREREQUISITE(S)/COREQUISITE(S)

ALHS 1040, ALHS 1060, ALHS 1090

### GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

### STUDENT REQUIREMENTS

#### General

- Be on time. Class starts promptly, plan to be at the classroom or clinical site at least 15 minutes before the scheduled class start time.
- Be prepared every day: This means you have: **ALL** assignments completed, the correct notebook, textbook, as well as any other required materials.
- Be courteous at all times. Inappropriate behavior will NOT be tolerated and would be grounds for immediate dismissal from class. Treat everyone with kindness and respect. This is essential during the clinical experience.
- Appropriate dress code is in effect at all times. This includes wearing the proper name tag, which identifies you as a Nurse Aide student. The clinical site dress code is in effect at all times during the clinical experience. (See clinical guidelines)

- You will be involved in strenuous activity, clothing should fit to maintain modesty and avoid potential embarrassment of the individual or classmates. Flip-flops are not acceptable.
- **ANYTHING YOU DO IN THE LAB/CLINICAL AREA REQUIRES PERMISSION FROM YOUR INSTRUCTOR.**
- **Cell phone use is strictly prohibited during class, lab, and clinical activities.**

### Classroom

- Students are expected to complete all tests and daily assignments on the specified date.
- During an examination, students are required to place all textbooks in a location, out of reach, as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the all exams are completed and submitted into the instructor. Smart watches, cell phones, or any other electronic devices will not be allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating, and will receive a grade of zero "0" for the exam.

### Laboratory

- Students must demonstrate proficiency of ALL skills listed on the **Master Skills Checklist** per instruction evaluation. It is important that individuals are present when skills are being taught and lab assignments. If an individual is absent on the day skills are tested, an unsatisfactory grade may be given. Skills evaluations may be unannounced. Individuals are provided the opportunity to practice skills and demonstrate satisfactory skill performance prior to evaluation.
- A final **Skill Competency Evaluation** is administered prior to starting the clinical rotation. The Skills Competency Exam consists of the performance of a measurement skill, handwashing, and 3 randomly chosen skills. Each student must satisfactorily complete each skill competency area successfully. Students will be given three opportunities to demonstrate each skill competency. Students unable to successfully complete the skill competency evaluation will be considered unsafe to progress to the clinical experience and will be unable to successfully complete the course. As a result of unsuccessful completion of the Skills Competency Evaluation, the student will be dismissed from the course (regardless of overall grade average) and final grade of "WF" or "F" will be issued.

### Clinical

- The courses clinical component consists of a total of 45 hours. The mandatory clinical component of the course involves **24 hours** of direct (hands-on) patient care in a long-term care facility. The additional 21 clinical hours will be scheduled at the discretion of the instructor and may include hands on patient care, simulation, or other appropriate activity. Clinical dates are determined by the instructor and require time outside of the scheduled course time.
- Clinical attire is a uniform consisting of a navy shirt with STC patch, navy pants or skirt, and white duty shoes. Patches may be purchased from the Bookstore or Meridy's Uniforms.
- Students will be required to demonstrate proficiency of skills prior to and during the clinical experience. All skills must be performed correctly. *Failure to properly demonstrate a skill may result immediate dismissal from the course.*
- Prior to the starting the clinical experience, students must have earned a course grade average of 70 or better.
- All clinical documents (as noted in the Clinical Requirements section of the *Nurse Aide Program Handbook*) must be submitted by the by the deadline established by the instructor. These completed

forms must be on file BEFORE the clinical experience starts. A student must receive permission to access the clinical site by the clinical facility.

Each student is expected to adhere to all clinical rules and regulations noted in the *Nurse Aide Program Handbook*. Failure to do so can result in immediate dismissal from the course/program.

#### ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

#### ADDITIONAL ATTENDANCE PROVISIONS:

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-12:00 will be considered absent if he/she is not in class by 9:36.

Every student is expected to be present on lab and exam days. A skill area must be made up within one week. Failure to make up missed skills will result in failure of that skills area. If a skill is not completed, the student will not exit the course. The student must satisfactorily prove competency in each skills area in order to pass the course, regardless of academic standing on tests.

#### SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

#### SPECIFIC ABSENCES

Provisions for instructional time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

#### PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the

course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

## WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

## WORK ETHICS

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

## MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

A student will only be allowed to make-up one unit exam. Make-up exams are administered at the discretion of the instructor. **A physician's excuse or appropriate documentation will be required to be eligible for a make-up exam. A 10 point deduction will be issued if the student misses a unit exam due to an absence not qualifying as a "Specific Absence"**. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam, and may be a different format. If a student misses the final exam and has used the ONE time make-up, the student will NOT be allowed to make-up the final exam and will receive a "0" for the final exam.

## STUDENT SUCCESS PLAN (SSP)

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

- If the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- If the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- If the student exhibits behavior outside the expected:
  - codes of conduct outlined in professional codes of ethics, professional standards,
  - all procedures/requirements/policies outlined in program handbooks/documents,

- STC e Catalog and Student Handbook, and/or
- clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

**(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan** are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

## ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Student Handbook.

## PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

### 1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

### 2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### 3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:



<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

#### ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

#### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

#### ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

#### TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

#### GRADING POLICY

<b>Assessment/Assignment</b>	<b>Percentage</b>
Unit Tests	65%
Comprehensive Written Final Exam (Exit Exam)	30%
Work Ethics Assignment	5%
Skills Competency Exam	Pass/Fail

#### GRADING SCALE

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

\*Each student must earn a 70 or greater on the comprehensive written final (exit exam) to pass the course. Failure to earn a grade of 70 or better on the exit exam will result in a final grade of "F" for the course. The exam cannot be repeated and students may not progress to the clinical experience.

Students, who successfully complete **ALL** coursework as outlined in the STC Catalog, will be issued a training program completion certificate, which will allow the student to schedule testing for the state competency evaluation. Further details may be found in the *Nurse Aide Program Handbook*.

## NAST1100 Nurse Aide Fundamentals Fall Semester 2018 Lesson Plan

Day	Chapter / Lesson	Content	Assignments Tests	Competency Area & General Education Competency
<b>8/14</b>		First day of class/Introduction to Course—Syllabi, Outline, Rules, Regulations Coverage; Completion of Forms	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises. Read the Workbooks preface, Welcome to the Workbook!	
<b>8/16</b>	Ch 1  Ch 2	The Nursing Assistant in Long Term Care  Video: HIPAA  Ethical and Legal Issues	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 1 Core a, b, c
<b>8/21</b>	<b>EXAM 1</b> Ch 3	Exam 1 Chapter 1 and 2 Communication Skills  Work Ethics Topic: Character Work Ethic Topic: Attendance	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 1, 2 Core a, b, c
<b>8/23</b>	Ch 4  Ch 5	Communication Challenges  Diversity and Human Needs and Development	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 1, 2, 6 Core a, b, c
<b>8/28</b>	<b>EXAM 2</b> <b>EXAM 3</b>  Ch 6	Exam 2 Chapter 3,4,5 Video: TB and Bloodborne Pathogens EXAM 3: TB/BBP  Infection Control	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 4, 6 Core a, b, c
<b>8/30</b>	Ch 7  Ch 8	Safety and Body Mechanics Video: OSHA  Emergency Care, First Aid, and Disasters  Work Ethics Topic: Teamwork	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 1, 2, 4, 6 Core a, b, c
<b>9/4</b>	<b>EXAM 4</b>  <b>EXAM 5</b>	Exam 4 chapter 6 and 7  Exam 5 Chapter 8	Lecture, Class assignments, and/or Lab Read chapter and complete	Course 1, 2, 5, 6, 7 Core

	Ch 9 Ch 10	Admission Transfer, Discharge, and Physical Exam Bedmaking and Unit Care  Work Ethics Topic: Attitude Work Ethics Topic: Productivity	Chapter Review Questions and workbook exercises.	a, b, c
<b>9/6</b>	Ch 11 Ch 12	Positioning, Moving, and Lifting Personal Care  Work Ethics Topic: Organizational Skills	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course 1, 3,6, 7, 8 Core a, b, c
<b>9/11</b>	<b>EXAM 6</b> Ch 13	Exam 6 Ch 9,10,11,12, Vital Signs  Work Ethics Topic: Communication	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 6, 7 Core a, b, c
<b>9/13</b>	Ch 14	Nutrition and Fluid Balance  Work Ethics Topic: Cooperation	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 6, 7, 8 Core a, b, c
<b>9/18</b>	<b>EXAM 7</b> Ch 15  Ch 16	Exam 7 Chapters 13 & 14 The Gastrointestinal System Work Ethics Topic: Respect The Urinary System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 6, 7 Core Core a, b, c
<b>9/20</b>	Ch 17 Ch 18 Ch 19	The Reproductive System The Integumentary System The Circulatory or Cardiovascular System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course 3, 6 Core a, b, c
<b>9/25</b>	<b>EXAM 8</b> Ch 20 Ch 21	Exam 8 Chapters 15-19 The Respiratory System The Musculoskeletal System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 6, 8 Core a, b, c
<b>9/27</b>	Ch 22 Ch 23 Ch 24	The Nervous System The Endocrine System The Immune and Lymphatic Systems and Cancer	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 6 Core a, b, c
<b>10/2</b>	<b>EXAM 9</b> Ch 25 Ch 26	Exam 9 Chapters 20-24 Rehabilitation and Restorative Care Subacute Care	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 3, 6, 7, 8 Core a, b, c

<b>10/4</b>	Ch 27 Ch 28	End-of-Life Care Your New Position	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course 1, 2, 5, 6 Core a, b, c
<b>10/9</b>	<b>EXAM 10</b> Review	Exam 10 Chapters 25-28 Review for Comprehensive Final Exam		
<b>10/11</b>	Final Exam	Comprehensive Final Exam		
<b>10/16</b>		SKILLS LAB		
<b>10/18</b>		SKILLS LAB		
<b>10/23</b>		SKILLS LAB		
<b>10/25</b>		SKILLS LAB		
<b>10/30</b>		SKILLS LAB		
<b>11/1</b>		SKILLS LAB		
<b>11/6</b>		SKILLS LAB		
<b>11/8</b>		SKILLS LAB		
<b>11/13</b>		SKILL FINAL EXAM		
<b>11/15</b>		SKILL FINAL EXAM		
<b>11/20</b>		PREPARE FOR CLINICALS		
<b>11/22</b>		HOLIDAY		
<b>11/26</b>		CLINICALS		
<b>11/27</b>		CLINICALS		
<b>11/28</b>		CLINICALS		

<b>11/29</b>		Last Day of Semester		
	Clinical	Twenty Four (24) Hours Students will be scheduled for no more than 8 hrs per clinical day planned.	Dates for clinical time will be set by the instructor.	

**COMPETENCY AREAS:**

1. Role and Responsibilities of the Nurse Aide
2. Communication and Interpersonal Skills
3. Topography, Structure, and Function of Body Systems
4. Injury Prevention and Emergency Preparedness
5. Resident's Rights
6. Basic Patient Care Skills
7. Personal Care Skills
8. Restorative Care

**GENERAL CORE EDUCATIONAL COMPETENCIES:**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.