



**NURSE AIDE FUNDAMENTALS/NAST 1100
COURSE SYLLABUS
SPRING 2017**

Semester: Spring 2017	Instructor: Maxine Garnto
Course Title: Nurse Aide Fundamentals	Office Hours: By Appointment
Course Number: NAST 1100	Office Location: Swainsboro Campus Room 8108
Credit Hours/ Minutes: 6 credits/3750 minutes	Email Address: mgarnto@southeasterntech.edu
Class Location: Building 8 Swainsboro Campus	Phone: 478-289-2228
Class Meets: Mon-Thurs 2:00pm-3:40pm	Fax Number: None
CRN: 40315	Tutoring Hours: By Appointment

COURSE LENGTH AND CREDIT: NAST 1100 is a 6-credit hour/6750 minute course.

Prerequisite: Program Admission.

REQUIRED TEXTS & RELATED MATERIALS:

Text: *Successful Nursing Assistant Care*, Fourth Edition;

Workbook: *Successful Nursing Assistant Care*, Fourth Edition;

(Failure to obtain required text & workbook will result in dismissal from the course.)

BLS for Healthcare Providers Student Manual. American Heart Association- 2011.

*****This is only if the student is not certified in CPR through the end of the course, or is not concurrently enrolled in Intro to Health Care.***

(Must have a new book by 3rd week of class to be checked/signed by instructor-cannot be a used book)

These textbooks will be checked on the third week of class. If a student does not have a brand new BLS book, he/she will be dismissed from class and counted absent until they return to class with the proper textbooks!!!

In the event of a failing grade on the test, students will be given the opportunity to remediate by attending another scheduled CPR class and retesting once. A grade of 85 or better must be achieved on the CPR test to pass the course.

SUPPLIES: 3 ring notebook, ink pen, pencil, and other supplies as deemed necessary by the instructor. Program Specific supplies and requirements are outlined in the NA Program Handbook.

COURSE DESCRIPTION: NAST 1100-Nurse Aide Fundamentals introduces students to the role and responsibilities of the Nurse Aide. Emphasis is placed 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/patients condition, nutrition, vital signs; nutrition and diet therapy; disease processes; vital signs; observing, reporting and documenting changes in a resident's condition; 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. Specific topics include; roles preparedness; residents rights; basic patient care skills; personal care skills; and restorative care.

COMPETENCY AREAS:

	Contact Hours
A. Role and Responsibilities of the Nurse Aide	Class/Lab/OBI 135 Hours
B. Communication and Interpersonal Skills	Credit 6 Hours
C. Topography, Structure, and Function of Body Systems	Hours
D. Injury Prevention and Emergency Preparedness	
E. Resident's Rights	
F. Basic Patient Care Skills	
G. Personal Care Skills	
H. Restorative Care	

In addition, the individual student **MUST:**

Demonstrate a professional attitude.

Demonstrate knowledge of the Role of the Nurse Aide.

Demonstrate the ability to speak and understand English when receiving or giving directions.

Course Outline

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.

General Education Core Competencies:

STC 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.
4. The ability to utilize basic computer skills.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

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.
- Classroom/Clinical 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 the clinical rules)
- Strenuous exercise is required, clothing should fit to maintain modesty and avoid potential embarrassment of the individual or classmates. Flip-flops are not acceptable.
- 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.

- **ANYTHING YOU DO IN THE LAB/CLINICAL AREA REQUIRES PERMISSION FROM YOUR INSTRUCTOR.**

Classroom

Students are expected to complete all tests and daily assignments on the specified date.

Students must demonstrate proficiency of **ALL** skills listed on the Master Skills Checklist in accordance with the skills competency evaluation forms. These skills are evaluated by an instructor during classroom and lab times. It is important that individuals are present when the skills are being taught and are also present for lab assignments. If an individual is absent on the day when the skills are tested, an unsatisfactory grade may be given. Skills evaluations may be unannounced. Individuals are usually given several opportunities during the formative period to demonstrate satisfactory skill performance.

Failure to meet the grade requirements or failure to demonstrate proficiency of a skill or skills will result immediate dismissal from the course.

Safety is of the utmost importance. Each student is expected to adhere to the Classroom/Laboratory Rules and Regulations.

Students must have a 70 class average in NAST 1100 to attend clinical and pass the course.

Clinical

The mandatory clinical component of the course involves **24 hours** of direct (hands-on) patient care in a long-term care facility. Clinical dates are determined by the instructor require time outside of the scheduled course time. Clinical attire is a uniform consisting of a navy shirt, navy pants or skirt, and white duty shoes.

An additional 21 hours of clinical/observation time will be completed throughout the course of the class.

All students must complete all coursework with a grade average of 70 or better and present evidence of:

- Negative criminal background check
- (Clinical background checks are mandated for all nursing facilities as stated in Georgia Code Title 31-7-350-353. Adverse information on criminal background checks does hinder an individual from participating in clinical and obtaining employment.)
- Negative urine drug screening
- Completed immunization requirements
- Completed Health History Form
- Completion of HIPPA and safety modules
- Completed CPR

- Liability Insurance
- Valid Social Security Card
- Government issued picture ID
- Student/Program Picture ID
- Completion of N-95 FIT Testing

All clinical documents (including those noted above) must be submitted by the third (3rd) week of the quarter (deadline established by the instructor). These completed forms must be on file BEFORE the clinical experience starts. A student must also have been given permission to access the clinical site by the clinical facility.

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

Students will be required to demonstrate proficiency of skills during the clinical time. These skills must be performed correctly, with proper communication, and manual ability. *Failure to demonstrate a skill or skills will result immediate dismissal from the course.*

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, organization skills, productivity, respect, and teamwork. **This will count as 5% of the overall grade for this course.**

ATTENDANCE POLICY FOR COSMO OR HEALTH SCIENCE PROGRAMS:

Attendance is counted from the first scheduled class meeting of each quarter. To receive credit for a course a student must attend 90% of the scheduled instructional time. Any student attending less than 90% of the scheduled instructional time will receive a "W" for the course if removed from the course on or before the quarter midterm. After the quarter midterm, any student who has maintained a passing grade within a course will receive a 'WP' for the course when attending less than 90% of the scheduled instructional time. If, however, the student has not maintained a passing grade, he or she will receive a 'WF' for the course. 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 involved.

Traditional Attendance Addendum

Total number of absences permitted in NAST 1100 is 4. After 4 , the student will be dropped from the class due to attendance.

NAST 1100 is a state regulated course, and requires a minimum amount of attendance hours in order to remain in compliance with the program. Although absences are permitted, the time the student misses must be made up in accordance with the instructor's schedule. Make up time must be scheduled with the instructor, and is treated as a regular class period; therefore, all attendance policies apply to make up time. If a student is late it will be counted as a tardy, and failure to show will be documented as another absence and will count towards the maximum permitted absences for the course.

CLINICAL ATTENDANCE: This class requires 75 clinical hours (4500 minutes) during the semester. A student is allowed to miss a **maximum** of 1 one clinical day. An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". **A clinical absence will require a makeup day.** The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

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.

Special Needs: Students with documented special needs may be provided with an individualized Instructional Plan with specifications for scheduled instructional time. It is the student's responsibility to inform the Special Needs Specialist as students and instructors are required to have documented evidence prior to receiving or allowing special accommodations. See the STC Catalog and Student Handbook, Student Affairs section for further information regarding special needs.

SPECIAL NEEDS ADDENDUM: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Building 1 Room 208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

Provisions-Health Science and Cosmetology Programs

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective Licensure Boards. Therefore, class and clinical attendance is mandatory. No excused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor.

Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The entire policy/procedures will be discussed with you by the instructor. The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

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

--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.

--Second Offense--

Student is given a grade of "WF" 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.

--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 second 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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

ACCESS TO TECHNOLOGY: For information regarding Angel, the Information Delivery System (IDS), Student Owl Mail, and BannerWeb, please see the IT Department link on STC's website at <http://www.σούτηεαστερντεχνη.εδυ>

GRADING POLICY NAST 1100:

Grading Scale:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

COURSE GRADING CRITERIA

Unit Tests	65%
Comprehensive Final (Exit Exam)	30%
Work Ethics	5%
Skills Competency	Pass/Fail

*Skills Competency All skills areas must be completed with a grade 100%.

Each student must make a 70 or greater on the comprehensive final (exit exam) to pass the course. The exam cannot be repeated. The student will have to repeat the NAST 1100 course

Each student must have a 70 or greater average in order to take the final to pass the course. Averages will NOT be rounded up. A 69.9 is considered failing.

Every student is expected to be present on lab skills days and on test 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.

Skills competency evaluation will consist of the performance of 5 randomly chosen skills.

Students must satisfactorily complete each skill competency area successfully. Failure to complete a competency area successfully will result in dismissal from the course (regardless of overall grade average) and final grade of "WF" or "F". Students will be given three opportunities to demonstrate each skill competency. The skill competency evaluation will be administered prior to the clinical rotation. Students unable to successfully complete the skill competency evaluation will be considered unsafe in the work environment, and will not be permitted to attend clinical.

Final grades will be determined by averaging all test grades. An average of 70 or > is necessary to pass the course. If you score less than 70 on an exam, you must schedule a conference with the instructor. Make-up exams will be given during ONE hour at the end of the semester, time to be announced by the instructor. Grades are not “rounded up”. Example: 69.99 will not be rounded to 70.

Individual failure of any section of the course will result in a grade of “F”. There is no provision to retake a portion of the course. Individuals who receive a failing grade for Clinical must take the ENTIRE course again.

Southeastern Technical College’s Nurse Aide program is a State approved program. Program requirements have been established in accordance with the Code of Federal Regulations as stated in 42CFR483.150-158 and with State guidelines.

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.*

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 competency evaluation.

Competency Evaluation is conducted by NACES upon successful completion of the program. An official application obtained from www.pearsonvue.com must be submitted.

The Competency Evaluation is required to become certified and added to the Georgia Nurse Aide Registry.

The two parts of the evaluation are:

- 1.) Written testing*
- 2.) Skills demonstration*

Students will have three (3) attempts at passing the written/oral and skill competency examination within one year. After the third attempt without passing the competency exam the student must re-take the nurse aide training program again.

Go to (www.pearsonvue.com) to:

- (a) Download a Candidate Handbook
- (b) Download and exam Application
- (c) View Regional Test Site testing dates
- (d) Download a Nurse Aide Practice Written Examination
- (e) View the Nurse Aide Program Overview
- (f) View a list of Nurse Aide Registries (by State)
- (g) View Skills Listing

**NAST 1100—NURSE AIDE FUNDAMENTALS
LESSON PLAN**

Day	Chapter / Lesson	Content	Assignments Tests	Competency Area & General Education Competency
1/5		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!	
1/9	Ch 1	The Nursing Assistant in Long Term Care Video: HIPAA	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I Core 1,3, 4
1/10	Ch 2	Ethical and Legal Issues	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II Core 1,3, (4)
1/11		SKILL LAB		
1/12	EXAM 1	Exam 1 Chapter 1 and 2 Lab Work Ethics Topic: Character	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, III, III Core 1,3
1/16		HOLIDAY		
1/17	Ch 3	Communication Skills Work Ethic Topic: Attendance	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course I, II Core 1,3, (4)

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1/18	Ch 4	Communication Challenges	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II, III Core 1,3, (4)
1/19	Ch 5	Diversity and Human Needs and Development	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II, III Core 1,3, (4)
1/23	EXAM 2	Exam 2 Chapter 3,4,5 SKILL LAB		
1/24	Ch 6 EXAM 3	Infection Control Video: TB and Bloodborne Pathogens EXAM 3: TB/BBP	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, III, IV Core 1,3
1/25	Ch 7	Safety and Body Mechanics Video: OSHA Work Ethics Topic: Teamwork	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II, IV Core 1,3
1/26	EXAM 4 Ch8	Exam 4 chapter 6 and 7 Emergency Care, First Aid, and Disasters	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II, III, IV Core 1,3
1/30	EXAM 5 Ch 9	Exam 5 Chapter 8 Admission Transfer, Discharge, and Physical Exam Work Ethics Topic: Attitude	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, III, V, VI Core 1,3
1/31	Ch 10	Bedmaking and Unit Care Work Ethics Topic: Productivity	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course I, VI, VII Core 1,3

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2/1		SKILLS LAB		
2/2	Ch 11	Positioning, Moving, and Lifting	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course I, VI, VII Core 1,3
2/6		SKILLS LAB		
2/7		SKILLS LAB Work Ethics Topic: Organizational Skills		
2/8	Ch 12	Personal Care	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, VI, VII
2/9	EXAM 6	Exam 6 Ch 9,10,11,12, Vital Signs-Lab		
2/13 2/17		HOLIDAY...Winter Break for High School students		
2/20	Ch 13	Vital Signs Work Ethics Topic: Communication	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course VI, VII
2/21		SKILL LAB		
2/22	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 I, III, IV, V, VI, VII Core 1, 2, 3, 4

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LESSON PLAN**

2/23		SKILL LAB		
2/27	EXAM 7 Ch 15	Exam 7 Chapters 13 & 14 The Gastrointestinal System Work Ethics Topic: Respect	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, IV, V Core 1, 2, 3, 4
2/28	Ch 16	The Urinary System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course III, VI Core 1, 3,
3/1		SKILLS LAB		
3/2	Ch17	The Reproductive System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises	Course III, VI Core 1, 3,
3/6	Ch 18	The Integumentary System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1, 3,
3/7		SKILLS LAB		
3/8	Ch 19	The Circulatory or Cardiovascular System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1, 3,
3/9		SKILLS LAB		
3/13	EXAM 8	Exam 8 Chapters 15-19		

**NAST 1100—NURSE AIDE FUNDAMENTALS
LESSON PLAN**

3/14	Ch 20	The Respiratory System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1, 3,
3/15		SKILLS LAB		
3/16	Ch 21	The Musculoskeletal System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1,3
3/20		SKILLS LAB		
3/21		SKILLS LAB		
3/22	Ch 22	The Nervous System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1,3
3/23		SKILLS LAB		
3/27	Ch 23	The Endocrine System	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1, 3,
3/28		SKILLS LAB		
3/29	Ch 24	The Immune and Lymphatic Systems and Cancer	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course III, VI Core 1, 3,
3/30		SKILLS LAB/ Tour of Wrightsville Manor Alzheimer's wing.		
4/3-4/7		HOLIDAY Spring Break for High school		

**NAST 1100—NURSE AIDE FUNDAMENTALS
LESSON PLAN**

4/10	Ch 25 Exam 9	Rehabilitation and Restorative Care Exam 9 Chapters 20-24		Course VIII Core 1,3
4/10	Ch 26	Subacute Care		Course VI, VII Core 1,3
4/11	Ch 27	End-of-Life Care		Course VI Core 1,3
4/11	Ch 28	Your New Position Skills lab		Course I Core 1,3
4/12	EXAM 10	Exam 10 Chapters 25-28		
4/13		SKILLS LAB/ Hospice to visit		
4/17		SKILLS PRACTICE/ Tour of Emanuel Medical Center		
4/18		SKILLS LAB/REVIEW Tour of Growing communications		
4/19		SKILLS LAB/start Comprehensive Skills Final Written Exams		
4/20		SKILL FINAL		
4/24		TOUR Labs		
4/25		Clinicals		
4/26		Clinicals		
4/27		Clinicals		
	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.	

*****This lesson plan is subject to change at the discretion of the instructor.**

Course Competency Areas:

- A. Role and Responsibilities of the Nurse Aide
- B. Communication and Interpersonal Skills
- C. Topography, Structure, and Function of Body Systems
- D. Injury Prevention and Emergency Preparedness
- E. Resident's Rights
- F. Basic Patient Care Skills
- G. Personal Care Skills
- H. Restorative Care

G General Education Core Competencies:

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.
4. The ability to utilize basic computer skills.