



**NURSE AIDE FUNDAMENTALS  
NAST 1100  
COURSE SYLLABUS  
Spring Semester 2018**

**COURSE INFORMATION**

Credit Hours/Minutes: 6/6750  
Class Location: Building 8 Swainsboro Campus Room 8106  
Class Meets: Monday through Thursday, 2:00 p.m. - 3:30 p.m.  
Course Reference Number (CRN): 40347

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Maxine Garnto  
Office Location: Building 8, 8108  
Office Hours: Monday – Thursday 10:30 a.m. - 2:00 p.m.  
Email Address: [Maxine Garnto \(mgarnto@southeasterntech.edu\)](mailto:mgarnto@southeasterntech.edu)  
Phone: 478-289-2228  
Fax Number: 478-289-2276  
Tutoring Hours: Please schedule an 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**

Text: *Successful Nursing Assistant Care*, Fourth Edition  
Workbook: *Successful Nursing Assistant Care*, Fourth Edition  
(Failure to obtain required text and workbook will result in dismissal from the course.)

**REQUIRED SUPPLIES AND SOFTWARE**

Three (3)-ring notebook, ink pen, pencil, and other supplies as deemed necessary by the instructor. Program Specific supplies and requirements are outlined in the Nurse Aide (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.

## **MAJOR COURSE COMPETENCIES**

- I. Role and Responsibilities of the Nurse Aide
- II. Communication and Interpersonal Skills
- III. Topography, Structure, and Function of Body Systems
- IV. Injury Prevention and Emergency Preparedness
- V. Resident's Rights
- VI. Basic Patient Care Skills
- VII. Personal Care Skills
- VIII. Restorative Care

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

1. Demonstrate a professional attitude.
2. Demonstrate knowledge of the Role of the Nurse Aide.
3. Demonstrate the ability to speak and understand English when receiving or giving directions.

## **PREREQUISITE(S)**

Program Admission

## **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 Health Insurance Portability and Accountability Act (HIPPA) and Protected Health Information (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, Alzheimer's Disease (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 remove, activate, contain, extinguish (RACE), pull, aim, squeeze, sweep (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.

#### **V. RESIDENT'S RIGHTS**

- a. Discuss Omnibus Budget Reconciliation Act (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 personal protective equipment (PPE) and biohazard supplies.
- o. Discuss caring for residents with oxygen, intravenous (IV), nasogastric (NG), and percutaneous endoscopic gastrostomy (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

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.
- 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 in 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 and 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 Health Insurance Portability and Accountability Act (HIPPA) and safety modules
- Completed Cardiopulmonary Resuscitation (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 (3<sup>rd</sup>) 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 in immediate dismissal from the course.*

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.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

### **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.

### **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**

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 Student Success Plan documents deficiencies and provides a means for improvement. A plan should be initiated for the following reasons:

- ❖ If the student has a cumulative unit exam average of  $\leq 75\%$  after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete a Student Success Plan
- ❖ If the student has a cumulative unit exam average of  $\leq 75\%$  after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update the Student Success Plan.

## **EXIT EXAM**

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.**

## **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.** 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.

## **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 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:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>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:Helen.Thomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:Blythe.Wilcox@southeasterntech.edu">Blythe Wilcox</a> <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a></p>

**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

Assessment/Assignment	Percentage
Unit Test	65%
Comprehensive Final (Exit Exam)	30%
Work Ethics	5%
Skills Competency	Pass/Fail
*Skills Competency –All skills areas must be completed with	100%

### GRADING SCALE

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

Students, who successfully complete **ALL** coursework as outlined in the STC Catalog and Handbook, 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](http://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 [Pearsonvue Website \(www.pearsonvue.com\)](http://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  
Spring Semester 2018**

<b>Day</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests</b>	<b>Competency Area and General Education Competency</b>
<b>1/4</b>		<b>First day</b> 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>1/8</b>	Chapter (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
<b>1/9</b>	Ch 2	Ethical and Legal Issues Lab	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, II Core 1,3, (4)
<b>1/10</b>		SKILL LAB		
<b>1/15</b>		<b>HOLIDAY</b> <b>MLK</b>		
<b>1/16</b>	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)
<b>1/17</b>	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)

<b>Day</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests</b>	<b>Competency Area and General Education Competency</b>
<b>1/18</b>	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)
<b>1/22</b>	<b>EXAM 2</b>	<b>Exam 2 Chapter 3,4,5</b> SKILL LAB		
<b>1/23</b>	Ch 6 <b>EXAM 3</b>	Infection Control Video: Tuberculosis (TB) and Bloodborne Pathogens <b>EXAM 3: TB/BBP</b>	Lecture, Class assignments, and/or Lab Read chapter and complete Chapter Review Questions and workbook exercises.	Course I, III, IV Core 1,3
<b>1/24</b>	Ch 7	Safety and Body Mechanics Video: Occupational Safety and Health Administration (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
<b>1/25</b>	<b>EXAM 4</b> Ch 8	<b>Exam 4 chapter 6 and 7</b> 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
<b>1/29</b>	<b>EXAM 5</b> Ch 9	<b>Exam 5 Chapter 8</b> 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
<b>1/30</b>	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

Day	Chapter / Lesson	Content	Assignments Tests	Competency Area and General Education Competency
1/31		SKILLS LAB		
2/1		SKILLS LAB		
2/5	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
2/12		Winter Break		
2/13		Winter Break		
2/14		Winter Break		
2/15		Winter Break		
2/19	<b>EXAM 6</b>	<b>Exam 6 Ch 9,10,11,12,</b> Vital Signs-Lab		
2/20	Ch 13	Vital Signs <b>Work Ethics Topic:</b> <b>Communication</b>	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

<b>Day</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests</b>	<b>Competency Area and General Education Competency</b>
<b>2/26</b>		SKILL LAB		
<b>2/27</b>	<b>EXAM 7</b> Ch 15	<b>Exam 7 Chapters 13 &amp; 14</b> 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
<b>2/28</b>	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,
<b>3/1</b>		SKILLS LAB		
<b>3/5</b>	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,
<b>3/6</b>	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,
<b>3/7</b>		SKILLS LAB		
<b>3/8</b>	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,
<b>3/12</b>		SKILLS LAB		
<b>3/13</b>	<b>EXAM 8</b>	<b>Exam 8 Chapters 15-19</b>		

<b>Day</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests</b>	<b>Competency Area and General Education Competency</b>
<b>3/14</b>	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,
<b>3/15</b>		SKILLS LAB		
<b>3/19</b>	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
<b>3/20</b>		SKILLS LAB		
<b>3/21</b>		SKILLS LAB		
<b>3/22</b>	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
<b>3/26</b>		SKILLS LAB		
<b>3/27</b>	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,
<b>3/28</b>	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,
<b>3/29</b>	<b>EXAM 9</b>	<b>Exam 9 Chapters 20-24</b>		
<b>4/02</b>		<b>Spring Break</b>		
<b>4/03</b>		<b>Spring Break</b>		
<b>4/04</b>		<b>Spring Break</b>		
<b>4/05</b>		<b>Spring Break</b>		

<b>Day</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests</b>	<b>Competency Area and General Education Competency</b>
<b>4/9</b>	Ch 25	Rehabilitation and Restorative Care Lab Skills		Course VIII Core 1,3
<b>4/10</b>	Ch 26	Subacute Care Lab Skills		Course VI, VII Core 1,3
<b>4/11</b>	Ch 27	End-of-Life Care Lab Skills		Course VI Core 1,3
<b>4/12</b>	Ch 28	Your New Position Lab Skills		Course I Core 1,3
<b>4/16</b>		<b>Exam 10 Chapters 25-28</b> <b>Review for Final</b> Lab skills		
<b>4/17</b>		<b>Extra Clinical Time</b> <b>Tour of Nursing Home</b> <b>Growing Communication</b>		
<b>4/18</b>		<b>Lab/Skills</b> <b>Basic Physical Therapy</b>		
<b>4/19</b>		<b>Tour of Emanuel Medical Center</b> <b>Hospice Speaker</b>		
<b>4/23</b>		<b>Lab/Skills</b> <b>Review</b> <b>Work Ethics Packet Due</b>		
<b>4/24</b>		<b>Final Exam</b>		
<b>4/25</b>		<b>Comprehensive final (Exit Exam)/Begin Skill Final</b>		
<b>4/26</b>		<b>Comprehensive final (Exit Exam)/Begin Skill Final</b>		
<b>4/30</b>		<b>Clinical at Pruitt Health</b>		
<b>5/1</b>		<b>Clinical at Pruitt Health</b>		
<b>5/2</b>		<b>Clinical at Pruitt Health</b>		
<b>5/3</b>		<b>Clinical at Pruitt Health</b>		

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



**COMPETENCY AREAS:**

- I. Role and Responsibilities of the Nurse Aide
- II. Communication and Interpersonal Skills
- III. Topography, Structure, and Function of Body Systems
- IV. Injury Prevention and Emergency Preparedness
- V. Resident's Rights
- VI. Basic Patient Care Skills
- VII. Personal Care Skills
- VIII. Restorative Care

**GENERAL CORE EDUCATIONAL 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.