Cerro Coso College
# Course Outline of Record Report
**10/07/2021**

## HCRSC055 : Certified Nursing Assistant

### General Information

| | |
|---|---|
| Author: | • Matthew Wanta<br>• Hodgins, Annette<br>• Tannehill, Shelly |
| Attachments: | S0668 NATP update.pdf |
| Course Code (CB01) : | HCRSC055 |
| Course Title (CB02) : | Certified Nursing Assistant |
| Department: | Allied Health |
| Proposal Start: | Summer 2020 |
| TOP Code (CB03) : | (1230.30) Certified Nurse Assistant |
| SAM Code (CB09) : | Clearly Occupational |
| Distance Education Approved: | Yes |
| Course Control Number (CB00) : | CCC000331383 |
| Curriculum Committee Approval Date: | 02/28/2020 |
| Board of Trustees Approval Date: | 04/09/2020 |
| External Review Approval Date: | 04/09/2020 |
| Course Description: | This course develops the skills necessary to pass the state mandated test to become a Certified Nursing Assistant (CNA). Topics include legal and ethical responsibilities, bedside care, moving and positioning a resident, general observations of a resident's condition, and responsibilities related to care of the long-term care resident. Practical bedside skills are practiced by the student in the nursing skills lab. The student gains experience in a long-term care facility. The student must pass the course with a grade of "C" or better to be eligible to take the California CNA exam. In a Health Careers course, the CNA student is required to complete the following prior to clinical rotations: physical, questionnaire, TB screening, confirm immunization, background check, and drug screening. The student is required to complete a Live Scan and application for the California Department of Public Health (CDPH) upon enrollment into this course. |
| Submission Type: | Change to Content |
| | New curriculum update from California Department of Public Health (CDPH) causing revision of theory hours to course. Need to note that instructor needs CDPH approval as well as meeting minimums for KCCD employment. Last assessed SLO's spring 2019, satisfactory results, no need for revisions. |
| Author: | No value |

### Faculty Minimum Qualifications

| | |
|---|---|
| Master Discipline Preferred: | No value |
| Alternate Master Discipline Preferred: | No value |
| Bachelors or Associates Discipline Preferred: | • Health Care Ancillaries (Medical assisting, hospice worker, home care aide, cer- tified nurse aide, health aide, ward clerk, central service technology, childbirth edu- cator, primary care associate, massage therapy) |

**Additional Bachelors or Associates Discipline
Preferred:**          No value

## Course Development Options

**Basic Skills Status (CB08)**

Course is not a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grade Options**

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by
Exam/Challenge

**Allowed Number of Retakes**

0

**Course Prior To College Level (CB21)**

Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

**Course Support Course Status (CB26)**

No value

## Associated Programs

☐ Course is part of a program (CB24)

**Associated Program**

No value

**Award Type**

No value

**Active**

## Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

No value

**Transferability**

Not transferable

**Transferability Status**

Not transferable

## Units and Hours

### Summary

| | |
|---|---|
| **Minimum Credit Units (CB07)** | 5.5 |
| **Maximum Credit Units (CB06)** | 5.5 |
| **Total Course In-Class (Contact) Hours** | 171 |
| **Total Course Out-of-Class Hours** | 126 |

| **Total Student Learning Hours** | 297 |
|---|---|
| **Faculty Load** | 0 |

## Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

☐ Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education
☐ Status (CB10)

### Weekly Student Hours

|  | **In Class** | **Out of Classs** |
|---|---|---|
| Lecture Hours | 3.5 | 7 |
| Laboratory Hours | 6 | 0 |
| Activity Hours | 0 | 0 |

### Course Student Hours

| **Course Duration (Weeks)** | 18 |
|---|---|
| **Hours per unit divisor** | 54 |

**Course In-Class (Contact) Hours**

| Lecture | 63 |
|---|---|
| Laboratory | 108 |
| Activity | 0 |
| **Total** | 171 |

**Course Out-of-Class Hours**

| Lecture | 126 |
|---|---|
| Laboratory | 0 |
| Activity | 0 |
| **Total** | 126 |

## Time Commitment Notes for Students

This course requires student participation for all theory and clinical hours as mandated by California Department of Public Health.

## Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---|---|---|---|
| No Value | No Value | No Value | No Value |

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Prerequisite

EMTCC070 - CPR for the Healthcare Provider

CPR for Healthcare Providers is required for all students before starting clinical lab in health facilities.

**Outcomes**
- Describe the steps of cardiopulmonary resuscitation.
- Describe the signs and actions for severe airway obstruction in responsive and unresponsive victims.
- Describe the links in the Chain of Survival, including the importance of early activation
- Demonstrate the application and use of an Automated External Defibrillator.
- Demonstrate with accuracy all the skills essential for successful cardiopulmonary resuscitation.

**OR**

### Co-Requisite

EMTCC070 - CPR for the Healthcare Provider

CPR for Healthcare Providers is required for all students before starting clinical lab in health facilities.

**Outcomes**
- Describe the steps of cardiopulmonary resuscitation.
- Describe the signs and actions for severe airway obstruction in responsive and unresponsive victims.
- Describe the links in the Chain of Survival, including the importance of early activation
- Demonstrate the application and use of an Automated External Defibrillator.
- Demonstrate with accuracy all the skills essential for successful cardiopulmonary resuscitation.

**OR**

## Entrance Skills

| Entrance Skills | Description |
| --- | --- |
| No value | No value |

## Limitations on Enrollment

| Limitations on Enrollment | Description |
| --- | --- |
| **Students are required to complete a Live Scan and application for the California Department of Public Health (CDPH) upon enrollment into this course. Health and Safety Code (1337-1338.5); Code of Federal Regulations (Title 42, Chapter IV, 483.13); California Code of Regulations (Title 22, 71801).** | Students are required to complete a Live Scan and application for the California Department of Public Health (CDPH) upon enrollment into this course. This is required by the California Department of Health (CDPH); Health and Safety Code (1337-1338.5); Code of Federal Regulations (Title 42, Chapter IV, 483.13); and California Code of Regulations (Title 22, 71801). |

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## Specifications

### Methods of Instruction

| | |
|---|---|
| **Methods of Instruction** | Lecture |
| **Rationale** | Theory lecture provides the students with the background and principles behind the basics of adult nursing care. |

| | |
|---|---|
| **Methods of Instruction** | Audiovisual |
| **Rationale** | VideoSkills lab demonstration provides the students with procedure visual aids, which helps the students understand how tasks are performed before they practice in the skills lab and on live clients.<br>Example: VideoSkills show the proper method of making an occupied bed. |

| | |
|---|---|
| **Methods of Instruction** | Written work |
| **Rationale** | Written work helps the student internalize the principles and theory of adult healthcare. It may include workbook exercises and reading. |

| | |
|---|---|
| **Methods of Instruction** | Skills Development and Performance |
| **Rationale** | Students are required to develop skills and procedures such as bed making and feeding clients before working with live adults. Therefore, the students practice role performance, client care skills, and problem-solving before working in a healthcare facility. |

| | |
|---|---|
| **Methods of Instruction** | Problem Solving |
| **Rationale** | The students are required to problem-solve when providing client care. Clinical judgement and critical thinking are required when working with complex client cases. Therefore, the students practice role performance, client care skills, and problem-solving before working in a healthcare facility. |

| | |
|---|---|
| **Methods of Instruction** | Peer-to-peer instruction |
| **Rationale** | Peer-to-peer instruction helps students to improve personal client care skills and interpersonal communication. |

| | |
|---|---|
| **Methods of Instruction** | Case Study |
| **Rationale** | Case studies provide students an opportunity to think critically about how their performance and client care skills might affect the client's health and quality of life. |

### Assignments

A. Required Readings: Assigned textbook chapters, case studies, and legal cases related to poor CNA care.
B. Homework Assignments: Complete pages in the workbook to demonstrate the understanding of healthcare principles and theory.

Example:
1. Complete workbook questions on infection control.
2. Write out the sequence for performing handwashing.
3. Describe how handwashing and hand-hygiene are different or the same.
C. Review Case Studies.
    Example: Betty, the CNA for a long term facility, notices that several CNA's do not wash their hands or don personal protective equipment prior to entering a client's room diagnosed with clostridium difficile.
    1. Discuss the ramifications of poor handwashing or hand-hygiene.
    2. Explain why handwashing is perferred over hand gel.
    3. Develop a method of educating the staff on proper infection control for this client.

| Methods of Evaluation | Rationale |
|---|---|
| Other | Students will demonstrate skills per the current state mandated skills checkoff form for competency in the basic skills. Students are required to properly perform the basic skills prior to working with live adult clients. |
| Homework | The student will complete pages in the workbook to demonstrate the understanding of healthcare principles and theory.<br>Example:<br>1. Complete workbook questions on infection control.<br>2. Write out the sequence for performing handwashing.<br>3. Describe how handwashing and hand-hygiene are different or the same. |
| Tests | Quizzes and exams include written/essay questions, true/false questions, and multiple-choice questions.<br>Example: Please discuss the method of infection control for a client diagnosed with clostridium difficile. |
| Participation | The successful completion of this course is dependent on successful demonstration of CDPH mandated client care skills based on evidenced-based practice and evaluated by a procedural skills checklist. |
| Other | The successful completion of this course is dependent on completion of the CDPH mandated hours for clinical participation in a acute care or long term care facility. |
| Distance Education Description: how outcomes are evaluated | The same assignments and rubrics are used for both the onsite and hybrid students. Participation is determined by level of interaction and contact hours in the skills lab and testing for both hybrid and onsite situations. |

## Equipment

Stethoscope, navy blue scrubs, watch, gait belt

## Textbooks

| Author | Title | Publisher | Date | ISBN |
|---|---|---|---|---|
| Susan Alvare Hedman, Jetta Fuzy, Suzanne Rymer | Hartman's Nursing Assistant Care: Long-Term Care, 4e | Hartman | 2017 | |
| Susan Alvare Hedman, Jetta Fuzy, Suzanne Rymer | Workbook for Hartman's Nursing Assistant Care: Long-Term Care, 4e | Hartman | 2017 | |

## Other Instructional Materials

No Value

**Materials Fee**

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Describe the qualities and responsibilities of a Certified Nursing Assistant.

Expected SLO Performance: 70.0

Explain the resident's rights in a long term care facility.

Expected SLO Performance: 70.0

State the key steps involved in the communication process and methods used in communication with the resident, family, and other members of the health care team.

Expected SLO Performance: 70.0

Perform appropriate skills for care of the resident in a long term care facility.

Expected SLO Performance: 70.0

Explain the infection cycle.

Expected SLO Performance: 70.0

Describe the common physical, emotional, and psychological needs of the elderly.

Expected SLO Performance: 70.0

## Outline

### Course Outline

A. Module 1: Introduction
    a. Roles and responsibilities of a Certified Nurse Assistant (CNA)
    b. Title 22, Division 5, California Code of Regulations, overview
    c. Requirements for nurse assistant certification
    d. Professionalism
    e. Ethics and confidentiality
B. Module 2: Patients' Rights'
    a. Title 22
    b. Health and Safety Code
    c. Code of Federal Regulations
    d. Preventing, recognizing, and reporting residents' right violations
C. Module 3: Interpersonal Skills
    a. Communications
    b. Defense mechanisms
    c. Sociocultural factors
    d. Attitudes toward illness and health care
    e. Family interaction
D. Module 4: Prevention and Management of Catastrophe and Unusual Occurrences
    a. Emergency
    b. General safety rules
    c. Fire and disaster plans
    d. Roles and procedures for Certified Nurse Assistants (CNA)
    e. Patient Safety
E. Module 5: Body Mechanics
    a. Basic rules of body mechanics
    b. Transfer techniques
    c. Ambulation
    d. Proper use of body mechanics and positioning techniques

F. Module 6: Medical and Surgical Asepsis
  a. Microorganisms
  b. Universal precautions (Standard Precautions)
  c. Basic principles of asepsis
G. Module 7: Weights and Measures
  a. The metric system
  b. Weight, length, and liquid volume
  c. Military time, i.e., a 24-hour clock
H. Module 8: Patient Care Skill
  a. Bathing and medicinal baths
  b. Dressing
  c. Oral hygiene
  d. Haircare, hair shampoo, medicinal shampoo, nail care, and shaving
  e. Prosthetic devices
  f. Skincare including prevention of decubitus ulcers
  g. Elimination needs
  h. Bowel and bladder retraining
  i. Weighing and measuring the patient
I. Module 9: Patient Care Procedures
  a. Collection of specimens, including stool, urine, and sputum
  b. Care of patients with tubing to include but not limited to urinary, gastric, oxygen, and intravenous
  c. Intake and output
  d. Bedmaking
  e. Cleansing enemas and laxative suppositories
  f. Admission, transfer, and discharge
  g. Bandages and nonsterile dry dressings, including the application of nonlegend topical ointments to intact skin surfaces
J. Module 10: Vital Signs
  a. Purpose of vital signs
  b. Factors affecting vital signs
  c. Normal ranges
  d. Methods of measurement
  e. Temperature, pulse, respiration
  f. Blood pressure
  g. Abnormalities
  h. Recording
K. Module 11: Nutrition
  a. Proper nutrition
  b. Feeding techniques
  c. Diet therapy
L. Module 12: Emergency Procedures
  a. Signs and symptoms of distress
  b. Immediate and temporary intervention
  c. Emergency codes
M. Module 13: Long-Term Care Patient
  a. Special needs of persons with developmental and mental disorders including intellectual disability, cerebral palsy, epilepsy, Parkinson's disease, and mental illness
  b. Special needs of persons with Alzheimer's disease and related dementias
  c. Introduction to anatomy and physiology
  d. Physical and behavioral needs and changes
  e. Community resources available
  f. Psychological, social, and recreational needs
  g. Common diseases and disorders including signs and symptoms
N. Module 14: Rehabilitative Nursing
  a. Promoting patients' potential
  b. Devices and equipment
  c. Activities of daily living
  d. Family interactions
  e. Complication of inactivity
  f. Ambulation
  g. Range of motion
O. Module 15: Observation and Charting
  a. Observation of patients and reporting responsibility
  b. Patient care plan
  c. Patient care documentation
  d. Legal issues of charting
  e. Medical terminology and abbreviations
P. Module 16: Death and Dying

       a. Stages of grief

       b. Emotional and spiritual needs of the patient and family

       c. Rights of the dying patient

       d. Signs of approaching death

       e. Monitoring of the patient

       f. Post mortem care

Q. Module 17: Abuse

       a. Preventing, recognizing, and reporting instances of resident abuse

## Lab Outline

Students will demonstrate basic certified nursing assistant skills and practical application of theory as defined in the topical outline.

A. Module 2: Residents' Rights

       a. Knock on door before entering

       b. Pull privacy curtains during personal care

       c. Keep patient information confidential

       d. Treat patient with respect and dignity

       e. Encourage patient to make choices

       f. Explain procedures to patient

B. Module 4: Prevention and Management of Catastrophe and Environmental Emergencies

       a. Demonstrate fire/disaster procedures

       b. Handles oxygen safely

       c. Use of fire extinguisher

C. Module 5: Body Mechanics

       a. General use of gait belt

       b. Assist patient up to head of bed with two assistants

       c. Turn and position the patient; supine, side-lying, and use of lift sheet

       d. Assist transfer from bed to chair or wheelchair

       e. Assist transfer from chair or wheelchair to bed

       f. Use of mechanical lift

D. Module 6: Medical and Surgical Asepsis

       a. Hand washing

       b. Proper handling of linen

       c. Use of standard precautions: gloving, gowning, and applying mask

       d. Dispose of trash and waste by double-bagging

E. Module 7: Weights and Measures

       a. Measure oral intake

       b. Measure urinary output

       c. Use military time in documentation

F. Module 8: Patient Care Skills

       a. Backrub

       b. Bed bath and partial bath

       c. Tub bath

       d. Shower

       e. Assist with oral hygiene

       f. Mouth care of the unconscious patient

       g. Denture care

       h. Nail care

       i. Comb patient's hair

       j. Shampoo bedridden resident

       k. Shampoo with shower or tub bath

       l. Use of medicinal shampoo

       m. Shave patient with razor and electric shaver

       n. Dress and undress patient

       o. Change clothes of patient with IV

       p. Assist with use of urinal

      q. Assist with use of the bedpan
      r. Assist to toilet or bedside commode
      s. Bladder retraining
      t. Bowel retraining
      u. Perineal care
      v. Care and use of artificial limbs
      w. Use and application of splints
      x. Apply and remove behind-the-ear hearing aid
      y. Measure height of patient in bed
      z. Weigh patient in bed
     aa. Measure and weigh patient using upright scale

G. Module 9: Resident Care Procedures
      a. Collect and identify specimens; sputum, urine (clean catch), and stool
      b. Make occupied bed
      c. Make unoccupied bed
      d. Administer commercially prepared cleansing enema
      e. Administer enemas – tap water, soap suds
      f. Administer laxative suppository
      g. Empty urinary bag
      h. Care for patient with tubing: oxygen, IV, gastrostomy, nasogastric, urinary catheter
      i. Apply antiembolic hose, elastic stockings (TED hose)
      j. Admit, transfer, and discharge patient
      k. Apply non-sterile dressing
      l. Apply topical non-prescription ointment

H. Module 10: Vital Signs
      a. Measure and record temperature using mercury-free and electronic devices for: oral, axillary, and rectal
      b. Measure and record pulse: radial and apical
      c. Measure and record respiration
      d. Measure and record blood pressure: manual (stethoscope, sphygmomanometer), and digital/electronic

I. Module 11: Nutrition
      a. Feed the patient who is unable to feed themselves
      b. Assist patient who can feed self
      c. Verify patient given correct diet tray
      d. Use of assistive devices such as orthopedic utensils, cups, and other devices

J. Module 12: Emergency Procedures
      a. Apply postural supports as safety devices
      b. Apply soft wrist/ankle restraints as safety devices
      c. Heimlich maneuver for conscious patient
      d. Heimlich maneuver for unconscious patient
      e. Position call light properly

K. Module 13: Long-Term Care Patient
      a. Use of dementia-related communication skills, including listening and speaking strategies
      b. Identify your name and purpose of interaction
      c. Make eye contact at patient's eye level
      d. Use of a continuum of verbal and other non-physical techniques such as redirect, for combative patients

L. Module 14: Rehabilitative/Restorative Care
      a. Perform range of motion exercises
      b. Assist ambulation of patient using gait belt
      c. Assist patient to ambulate with walker
      d. Assist patient to ambulate with cane
      e. Proper use of rehabilitative devices

M. Module 15: Observation and Charting
      a. Report appropriate information to charge nurse
      b. Document vital signs, and activities of daily living timely and correctly
      c. Document changes in patient bodily functions and behavior
      d. Participate in resident care planning

## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online with some required face-to-face meetings ("Hybrid")
- Other

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

**Online**: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app, email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

**Hybrid**: All student-instructor and student-student contact in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

The assignments and evaluations will be the same no matter what delivery method is used.

It is not the intention of the Allied Health Department for HCRS C055 to be offered online nor is it currently approved by the CDPH. However, a LMS is used to augment course on-ground offering.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Proctored Exam

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

Up-to-date web browser.

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- Learning management system

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

Class size is determined by California Department of Public Health based on instructor to student ratio of 1/15.