

**PROGRAM CONCENTRATION:** Healthcare Science  
**CAREER PATHWAY:** Therapeutic Services  
**COURSE TITLE:** Nursing Essentials  
**PRE-REQUISITE(S):** Introduction to Healthcare Science  
& Applications of Therapeutic Services

This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.

### **Academic Foundations**

**HS-NE-1: The student will apply the academic subject matter required for proficiency as a nursing assistant.**

- a. Apply the philosophy of restorative/rehabilitative care when meeting needs.
- b. Apply knowledge of human growth and development for the elderly.
- c. Describes the physical, social, and emotional changes that occur in the elderly and chronically ill.
- d. Respect and advocate the resident/patient/client rights.
- e. Describe the special needs of residents of patients with disabilities, including physical limitations, mental and emotional conditions, as well as dementias.

#### ***Academic Standard:***

*SAP5 (e)* Describes the effect of aging on all body systems.

### **Employability Skills**

**HS-NE-2: The student will apply the employability skills required for proficiency as a nursing assistant.**

- a. Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- b. Demonstrate adaptability, dependability, and responsibility and such social behaviors as tolerance, honesty, empathy, and courtesy.
- c. Perform effectively in various environments with people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities.
- d. Work to satisfy customer/client expectations.

- e. Demonstrate understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
- f. Demonstrate understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
- g. Demonstrate effective skills for seeking and securing employment.
- h. Demonstrate understanding of education and career development (Nursing Assistant to Licensed Practical Nurse to Registered Nurse, etc.) as a lifelong learning process that requires preparation for change.

## **Resident/Patient/Client Rights**

**HS-NE-3: The student will demonstrate behavior which maintains residents'/patients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.**

- a. Provide privacy and maintain confidentiality.
- b. Promote the resident's/patients/client's right to make personal choices to accommodate their needs.
- c. Give assistance in resolving grievances and disputes including the use of Ombudsman.
- d. Provide needed assistance getting to and participating in resident/patient/client and family groups and activities.
- e. Maintain care and security of residents'/patients'/clients' personal possessions according to facility's policy and procedure.
- f. Provide care, which maintains the resident/patient/client right to freedom from abuse, mistreatment and neglect.
- g. Avoid the need for restraints in accordance with current professional standards and discuss alternative options.

### ***Academic standard:***

*ELA10W1 (d) Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.*

## **Communications**

**HS-NE-4: The student will communicate effectively with residents/patients/clients, healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.**

- a. Demonstrate basic use of correct medical terminology and acronyms according to regulating agencies.
- b. Demonstrates use of communication devices.
- b. Demonstrates the use of the senses to make appropriate observations; record and report pertinent observations related to resident/patient/client procedures and condition.
- c. Records and reports nursing assistant care procedures correctly.
- d. Demonstrate appropriate techniques for communicating with residents/patients/clients that have sensory impairments.
- e. Use formal and informal, written and oral communications skills when planning and providing care.

- f. Treat the resident's/patients/client's family and friends courteously.
- g. Describe methods for communicating with residents with cognitive impairments.

***Academic standards:***

*ELA11C1 (a) Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.*

*ELA11LSV2(c) Responds to questions with appropriate information.*

*ELA11LSV (g) Gives reasons in support of opinions expressed.*

## **Mental Health and Social Service Needs**

**HS-NE-5: The student will demonstrate appropriate behaviors meeting mental health and social service needs of resident/patient/client.**

- a. Define mental health and explain the interrelatedness of physical and mental health.
- b. Identify the signs and symptoms of maladaptive behavior (delirium, confusion, and disorientation) that should be documented and reported.
- c. Demonstrate nursing assistant actions in providing care for residents/patients/clients with adaptive and maladaptive reactions.

## **Systems**

**HS-NE-6: The student will analyze the organizational structure of the nursing facility.**

- a. Differentiate between long-term care and other healthcare agencies.
- b. Examine the administrated structure for healthcare agencies.
- c. Compare and contrast the relationship between various governmental and private agencies that define the guidelines for resident/patient/client quality care.
- d. Follow institutional policies and procedures when providing care.

## **Legal/Ethical Responsibility**

**HS-NE-7: The student will apply the legal and ethical principles of providing care and fulfilling job responsibilities for competent and incompetent residents/patients/clients.**

- a. Demonstrate responsible actions supporting resident/patient/client rights.
- b. Provide resident/patient/client privacy as indicated.
- c. Practice confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA) and Omnibus Budget Reconciliation Act (OBRA) guidelines.
- d. Describe elder/adult abuse, misappropriation of property, and resident/patient/client neglect.
- e. Compare and contrast the practices that would promote legal responsibility and the consequences of failure to apply legal responsibilities.

- f. Explain how to care for dying residents/patients/clients and family members.
- g. Describe the training requirements and the scope of practice for the nursing assistant.

## **Safety Practices**

### **HS-NE-8: The student will practice safety measures in providing resident/patient/client care.**

- a. Describe the nursing assistant's disaster preparedness role in the healthcare setting.
- b. Identify ways to promote safety and handling of non-medical emergencies.
- c. Maintain a safe environment for the resident/patient/client.
- d. Employ correct body mechanics.
- e. Follow emergency procedures for fire and other types of disasters.
- f. Demonstrate how to recognize and respond to medical emergencies including the Heimlich Maneuver for clearing foreign body airway obstructions for both the conscious and unconscious victims.
- g. Perform proper procedures for positioning and transferring residents/patients/clients.
- h. Communicate to the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client.
- i. Demonstrate the correct use of restraints/safety devices according the facility standards.

## **Infection Control**

### **HS-NE-9: The student will describe and demonstrate infection control practices.**

- a. Use correct medical aseptic hand washing techniques.
- b. Use standard precautions when providing care.
- c. Use isolation precautions correctly when providing care.
- d. Apply and remove Personal Protective Equipment (PPE) correctly.
- e. Demonstrate sterile technique.

## **Teamwork**

### **HS-NE-10: The student will explain the role and responsibility of individual members of the healthcare team; and will interact effectively and sensitively with all team members in promoting the delivery of quality healthcare.**

- a. Practice as an effective team member in providing care in a nursing care facility.
- b. Describe the roles of the other members of the nursing care team.

#### ***Academic standards:***

*ELA11C1 (a) Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.*

*ELA11LSV2(c) Responds to questions with appropriate information.*

*ELA11LSV (g) Gives reasons in support of opinions expressed.*

## **Personal Care Skills**

**HS-NE-11: The student will use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADL's) skills while promoting the residents'/patients'/clients' independence. Beginning and ending procedures will be properly sequenced and performed with all resident/patient/client care.**

- a. Demonstrate giving the patient/client a bed bath while maintaining patient/client privacy and dignity.
- b. Assist the resident/patient/client with personal hygiene maintaining patient/client privacy.
- c. Apply principles of good skin care by observation, reporting and recording.
- d. Demonstrate providing oral hygiene, denture care, and eyeglasses care for patient/client.
- e. Demonstrate a therapeutic backrub.
- f. Demonstrate shaving for each of the following: male, female, electric, safety, and contraindications.
- g. Demonstrate the use of adaptive devices for dressing and grooming.
- h. Assist the resident/patient/client in meeting nutritional needs, including special diets and hydration.
- i. Demonstrate proper feeding techniques for the resident/patient/client as indicated.
- j. Assist the resident/patient/client in meeting elimination needs.

## **Basic Nursing Assistant Skills**

**HS-NE-12: The student will perform basic nursing skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights. Beginning and ending procedures (i.e. wash your hands, gather equipment, identify client, provide for privacy, etc...) will be performed with all resident/patient/client care.**

- a. Measure and record vital signs including blood pressure using manual and electronic equipment.
- b. Measure height and weight accurately.
- c. Care for residents'/patients'/clients' environment.
- d. Demonstrate understanding of body systems while recognizing abnormal changes in body function and reporting changes to supervisor.
- e. Assist in maintaining fluid balance.
- f. Provide care for various types of urinary catheters.
- g. Collect specimens according to facility policy and procedure.
- h. Follow facility guidelines for caring for residents/patients/clients with various drainage tubes.
- i. Demonstrate the care of the resident/patient/client when death is imminent and post-mortem care (may simulate as necessary).
- j. Provide care for resident/patient/client receiving oxygen therapy.

## **Basic Restorative Services**

**HS-NE-13: The student will demonstrate nursing assistant skills which incorporate the principles of restorative nursing.**

- a. Describe the role of the nursing assistant in restorative care.
- b. Identify ways to promote a resident's/patient's/client's independence.
- c. Demonstrate the use of assistive devices and equipment in transferring and ambulation.
- d. Demonstrate range of motion exercises for the resident/patient/client.
- e. Assist the resident/patient/client with ambulation with and without a gait belt.
- f. Assist the resident/patient/client with bowel and bladder training.
- g. Demonstrate the care and use of prosthetic and orthotic devices.
- h. Use techniques to prevent pressure sores and contractures.

## **Nurse Assisting in Sub-Acute and Acute Care**

**HS-NE-14: The student will analyze and demonstrate (may simulate as necessary) nursing assistant skills which may be performed in an acute care setting.**

- a. Describe the psychological and physical preparation of the preoperative patient/client.
- b. Demonstrate pre and post operative care procedures within scope of practice.
- c. Explain the nursing assistant's responsibilities when caring for a resident/patient/client with special medical equipment and devices included but not limited to intravenous pumps and portable oxygen.
- d. Discuss the nursing assistant's responsibilities when caring for post-partum patients.

## **Home Health Care**

**HS-NE-15: The student will analyze the role of the nursing assistant in a home health setting.**

- a. Compare and contrast the nursing assistant role in home care to an acute or long-term care setting.
- b. Discuss procedure modifications for a home care setting.
- c. Discuss how to promote safety and infection control in home care.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.