

Nursing Assistant – Morning Class

- Instructor:** Kathleen M. Whitehead, RN, BSN, MHSM.
- Office Phone:** 757- 874-4444 (ext 509). We are currently using the school's main office phone at this time.
- E-mail:** kathy.whitehead@nhrec.org
- Office Hours:** Monday – Friday, 10:15 AM – 12:00 PM
- Course #:** 8360/8362
- Location:** Woodside Lane Campus
- Certification:** **Virginia Board of Nursing Certified Nurse Aide State License**
- Text: Primary:** Sorrentino, Shelia. (2008). *Mosby's Textbook for Nursing Assistants*, 7th Edition. Missouri: Mosby /Elsevier (NA)
- Sorrentino, Shelia. (2008). *Mosby's Textbook for Nursing Assistants, Workbook*, 7th Edition. Missouri: Mosby /Elsevier (NAWK)
- Promissor, *Commonwealth of Virginia Nurse Aide Candidate Handbook*, (2008). National Nurse Aide Assessment Program (Skills)
- Sorrentino, (2009). *Nursing Assistant Skills DVD Student Version*, Missouri, Mosby/Elsevier
- Resource:** Hegner, Caldwell and Needham, (2008). *Nursing Assistant - A Nursing Process Approach, 10th ed.* New York: Thomson/Delmar (NA)
- Chabner, (2005). *Medical Terminology a Short Course 4th Edition*, Missouri, Elsevier/Saunders

Course Fees:

Health Occupations Student Association	\$32.00
CPR and First Aid Certification	\$35.00
Stethoscope and Blood Pressure Cuff Set	\$35.00
Liability Insurance	\$20.00
State Mandated Background Check	\$20.00
Virginia State Board of Nursing Certified Nurse Aide Exam	\$94.00
Pin (Presented at a Ceremony upon completion of Course)	\$10.00
Books (Book, Workbook and Procedural DVD)	\$82.00
Uniform Cost (Estimate)	\$45.00
NOCTI Testing	\$18.50

Total Fees
\$391.50

1. Course Description:

This course prepares students to successfully master the Nurse Aide educational requirements mandated by the Virginia State Board of Nursing. The classroom instruction will be used to gain knowledge and skills that are specific to working with all age groups of patients and as a Nurse Aide in various healthcare settings. Clinical instruction will be used to provide **direct client care** to residents in a skilled nursing facility. Students will study communication, infection control, safety and emergency procedures, client rights, personal care skills, and basic clinic skills. Healthcare history, workplace behavior, ethics and the legal aspects of healthcare are additional subjects that will be introduced. The students will receive an overview of related health occupations as members of the healthcare team. These opportunities require people who want to operate in a high touch environment filled with constant challenges and service commitments. This course offers a valuable fundamental foundation for those considering entry into a Practical Nurse Program or a Registered Nurse Program. Upon successful completion the students will take the Virginia State Board of Nursing Examination for Nurse Aide Certification. Students will also learn about and use some of the technology in the healthcare field as they undertake and engage in clinical experiences within the surrounding communities' healthcare facilities. This is a year long course presented in a 2 hour and 20 minute block.

2. Instructional Philosophy:

The instruction will be a mix of lecture, skills demonstration, computer simulation and "hands-on" clinical experiences. The course requires extensive study of medical terminology, basic anatomy and physiology, computer usage, legal and ethical issues and safety. Students will work independently and as team members to complete various medical simulations. Healthcare related films and outside readings will be used to demonstrate concepts and theories in the course. **Daily classroom attendance and participation are required and essential for the successful completion of this course.**

Assignments will require students to draw upon academic skills in reading, writing, speaking and listening, mathematics, science, and computer technology. The students will develop and use the following critical thinking skills: reasoning, problem solving, and decision making. Students are expected to read all assignments and be aware of all required material handed out in class. In the event of absences, it is the **student's responsibility** to contact the instructor for any missed work. Students absent more than 2 consecutive days must contact me by email for assignments while out of class. Long absences will put you at risk of failure and difficulty in completing making up work. Students will have 3 days to complete make up work. Make up work not completed will result in a zero.

Student assessment will be based on group work, individual completion of healthcare current events journal, portfolio, project presentations, written reports, and tests of students' knowledge of healthcare concepts and demonstration of skills. Students will be expected to confer with appropriate businesses within the community to obtain information or complete clinical placement for some assignments. Library and internet research with appropriate citations will be required. Students will be expected to participate in remediation when necessary to complete assignments to meet course standards.

3. Course Goals:

- A. To identify and understand the structure and major components of the healthcare system
- B. To identify and understand the basic structure, functions and interaction of each body system
- C. To develop a basic working knowledge of medical terminology
- D. To understand the operations of the various healthcare facilities systems

- E. To understand the legal, ethical and cultural issues and regulations within healthcare
- F. To understand the strict infection control and safety standards needed to protect clients, employees and employers
- G. To understand the progression of care and to assist the resident with maintaining the highest level of independence
- H. To enhance research, writing and problem solving skills
- I. To secure Virginia State Licensure

4. Major Course Projects

The following is a description of course requirements:

- A. Participation and completion of 40 hours in a clinical setting with a geriatric population. More detailed information will be included in the clinical packet. The clinical facility will determine our exact dates. Those listed below are subject to change. **A “C “average is required for participation in clinical.**

Tentative dates are:

Tuesday, Feb 2, 2010 0645-11am – Transportation to the clinical site is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Thursday, Feb 4, 2010 0645-11am – Transportation to clinical is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Tuesday, Feb 9, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student responsibility.

Thursday, Feb 11, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student’s responsibility.

Tuesday, Feb 16, 2010 0645-11am – Transportation to clinical is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Thursday, Feb 18, 2010 0645-11am – Transportation to clinical is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Tuesday, Feb 23, 2010 0645-11am – Transportation to clinical is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Thursday, Feb 25, 2010 0645-11am – Transportation to clinical is the student’s responsibility. Transportation to home high school will be arranged by New Horizons.

Tuesday, Mar 2, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student’s responsibility.

Tuesday, Mar 4, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student’s responsibility.

Tuesday, Mar 9, 2010 0645-11am – Transportation to clinical is the student's responsibility. Transportation to home high school will be arranged by New Horizons.

Thursday, Mar 11, 2010 0645-11am – Transportation to clinical is the student's responsibility. Transportation to home high school will be arranged by New Horizons.

Tuesday, Mar 16, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student's responsibility.

Thursday, Mar 18, 2010 0645-3:15pm – Transportation to clinical and from clinical is the student's responsibility.

Make up days would be **Friday, March 12** and **Saturday, March 13**. March 12 is a ½ day of classes, and students can make up 8 hours without missing additional class time at their home high school.

Certified State Board of Nursing Exam May 6, 2010 & May 7, 2010

- B.** Students are required to maintain a Health Current Events Journal during the 1st, 2nd and 3rd quarters. The journal will consist of writing a summary of 5 articles. One online video health presentation can be substituted for an article.
Due on Oct 23, 2009, Jan 7, 2010, and March 26, 2010
- C.** Students are required to maintain an organized and neat portfolio (notebook). This will be graded once a semester.
1st Semester – January 13, 2010 2nd Semester - May 14, 2010
- D.** Students are required to write a 2-3 page research paper on a specific health occupation that is part of the Healthcare team in a skilled nursing facility. A requirement sheet will be given out in class.
1st Quarter - Due Oct 24, 2009
- E.** Students are required to work in a small group cooperatively and collaboratively with the Activity Director of a Skilled or Assisted Living facility setting to plan, implement, execute and evaluate an interactive recreational activity for the residents. A written and pictorial summary of the event will be the final product.
2nd Quarter - Due by Jan 6, 2010
- F.** Students are required to write a 2-3 page research paper and do an oral presentation on a disease topic that affects the geriatric population.
3rd Quarter - Due March 29, 2010
- G.** Students will create a resume and reference list to use for employment searches.
4th Quarter - Due June 2, 2010
- H.** Students will work in small groups to create a marketing campaign for healthcare workers or create and record a public service announcement for a health related organization that assists the elderly.
4th Quarter - Due May 26, 2010

- I. Students are required to participate in numerous health related scenarios and “hands-on” activities.
- J. Each student is required to complete ten (10) hours of community service.

5. Project Outline

Research Papers and Presentation- 1st Quarter Oct 28, 2009 and 3rd Quarter March 29, 2010

The papers will use at least 2-3 creditable sources (no Wikipedia) and will be typed, double-spaced, using 12 point Arial font. Sources should be cited in accordance with APA. References should also be listed in the proper APA format. **Plagiarism, copying or cheating will result in an F for this assignment.** You may submit your papers to www.plagiarismchecker.com prior to turning it in to determine if you have properly cited your sources. Your papers will be turned in as well as submitted on-line to kathy.whitehead@nhrec.org. You will be required to orally present your paper to the class (about 10 minutes). If you do not have access to a computer, you will have some opportunities to work on these papers during class time in the computer lab. Computers are also available at the local libraries. The use of visuals like PowerPoint, posters, etc. are required. Proper career attire is required during your presentation.

A rough outline is required and is due Sept 25, 2009 for 1st Quarter and March 5, 2010 for 3rd Quarter. Your outline will include your topic and the areas you plan to explore. If you have any resources at this point, please include those in the outline. Your outline can be “rough” – you are not expected to have everything well organized at this point. The outline is a way of helping you consider what aspects of your topic you need to explore and include in your paper. Be sure to include a working title (you can always change it) at the top of your paper. We will briefly review APA documentation and formatting during class.

Recreational Activity - Due by Jan 6, 2010

The student will work with classmates using class and free time to complete this assignment – detailed information will be provided at later date.

Public Service Announcement- Due May 26, 2010

The student will work with classmates using class and free time to complete this assignment - detailed information will be provided at later date.

6. Instructional Delivery Plan

- A. **Quizzes:** During each quarter, there will be vocabulary quizzes worth 10-15 points. Chapter quizzes may also be given. Quizzes will be **multiple** choice and matching, and they may or may not be announced. The quizzes are designed to test your comprehension of the material being covered.
- B. **Unit /Chapter:** There will be at 2-4 Unit/Chapter Tests per quarter. The tests will be multiple choice, matching and diagram labeling. If you are absent, you are expected to take the test your next school day.
Make up tests are challenging.
- C. **Quarterly Exams:** There will also be a final exam at the end of each quarter. The dates of these exams are identified below.
These exams are multiple choice and short answer essay. There will be **NO MAKEUPS** for exams unless you provide a

doctor's excuse or have an extreme circumstance that the instructor feels is a legitimate reason for missing the exam. Those students with an "A" in the class will be excused from the final exam.

D. Class Participation: Class participation is a very important element of the learning experience. I expect all students to be actively engaged with this class. I expect each student to contribute to class discussions and class exercises.

D. Scenario Exercises: Scenario Exercises and "Hands-On" Activities include CPR and first aid; Computer Simulations in customer service, patient grooming, activities of daily living, safety and infection control.

E. Current Events Journal: Students are required to maintain a Health News Journal for quarters 1, 2, and 3. These are to be kept in your blue 3 prong folder. Each entry will be 1 page in length.

The journal should contain:

1. A short summary - at least 1-2 paragraphs of the article's main points –who, what, when, where, and how.
2. Your reaction to the article/presentation (1 paragraph) discussing how the article/presentation relates to something you have learned in class. Be sure to include your personal reaction!
Example: Did you agree /disagree and **why**.
3. The summaries will be typed using the Courier or Arial 11 font, double spaced.
4. A copy of the article will be attached.
5. The grading of the Health Current Events Journal is as follows:
A = 5 well-written, thoughtful summaries per quarter
B = 4 Summaries per quarter
C = 3 Summaries per quarter
D = 2 Summaries per quarter

The web address of recent newsworthy articles related to health from any of the following web sites (Look for the "news" or "press release" links on these sites' home pages.)

<http://www.dhs.gov/>
<http://www.dailypress.com/>
<http://www.americancancersociety.org/>
<http://www.cdc.gov>
<http://www.advanceweb.com>

The journals are due on the following dates: October 23, 2009; January 7, 2010; March 26, 2010

F. Portfolio: You are required to maintain an organized and neat portfolio. Portfolios will be graded once a semester. The portfolios are your Blue binder and should be organized with dividers according to the following format:

- Syllabus
1. Class Notes
 2. Homework
 3. Terminology
 4. Quizzes and tests

5. State Boards and Resources(This section will also include course objectives and state task list.)

G. Attendance: Daily attendance is required. All missed work must be made up. You may have 4 unexcused absences per quarter. More than that may result in failing. More than 12 unexcused absences per semester results in automatic failure for the semester. What qualifies as excused absences is listed in the student handbook.

7. **Assessment Plan**

Performance Standards

Grades for the course will be based on the following levels of performance:

<i>Grade</i>	<i>Performance Standard</i>
A 90-100	Independent Learner Did research, designed and planned; applied academic skills; evaluated work and made adjustments; did quality work; needed little help from the teacher, sought and found resources independently; demonstrated knowledge with a grade of 90 or higher; produced a quality portfolio.
B 80-89	Semi-Independent Learner Did research, designed and planned; needed some help from the teacher; did quality work with a few flaws; needed feedback from the teacher to realize work did not meet standards; redid work to meet standards; demonstrated knowledge with a grade of 80 or higher; produced a better than average portfolio.
C 70-79	Dependent Learner Needed help to research, design and plan or had to be given a plan; relied a great deal on the teacher; had to be given procedures for performing tasks; required significant help to produce a quality product; final product still did not meet standards; demonstrated knowledge with a grade of 70 or higher; produced an average portfolio.
D 60-69	Supervised Learner If projects were completed, they were of very poor quality; did not adequately document procedures; did not show criteria for determining quality; scored less than 70 on knowledge tests; produced a poor portfolio.
F	Failure Did not complete projects; if projects were completed, they were of such low quality that they did not pass; failed to document procedures; did not show criteria for determining quality; scored less than 60 on knowledge tests; produced a poor portfolio or none at all.

Student Evaluation

Students will be evaluated as follows:

<i>Evaluation Criteria</i>	<i>Method of Evaluation</i>	<i>Percent by Quarter</i>
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Employability Skills
% Q3 - 35%; Q4 - 25%

Q1 - 35%; Q2 - 30;

Employability skills equates to professionalism. These are the necessary skills you will need to be successful in the workforce. The overall employability grade is based on the following factors: your ability to communicate effectively; your use of time; your cooperation in class; your ability to follow instructions; your ability to work independently; your care of the worksite; your ability to follow safety rules; your appearance in class; your ability for problem solving; and bringing your materials to each class. Additionally, students must demonstrate the following: reading skills on a level required for employment in healthcare; writing skills on a level required for employment in healthcare; speaking and listening skills on a level required for employment in healthcare; computer literacy skills on a level required for employment in healthcare ; reasoning, problem-solving, and decision-making skills; understanding the “big picture”; strong work ethic; positive attitude; independence and initiative; self-presentation skills; satisfactory attendance; and participation as a team member to accomplish goals.

Related Instruction
25%; Q4 - 45%

Q1 - 40%; Q2 - 40%; Q3 -

Quizzes, unit tests, quarterly exams, health current events journal, the research paper, portfolios, worksheets, and other projects will be used to determine the overall related instruction grade.

Clinical Competencies

40%; Q4 - 35%

Q1 - 25%; Q2 - 30% Q3 -

Scenario exercises and “hands-on” activities, CPR, demonstration of state mandated skills, procedural testing and clinical ratings, performance of ADL’s, taking of vital signs, and performing various measurements.