



Statewide Framework Document for: 513902

**Nursing Assistant**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments and leadership alignment may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for one credit of lab science.** The Washington State Science Standards performance expectations for high school blend core ideas (Disciplinary Core Ideas, or DCIs) with scientific and engineering practices (SEPs) and crosscutting concepts (CCCs) to support students in developing usable knowledge that can be applied across the science disciplines. These courses are to be taught in a [three-dimensional manner](http://nextgenscience.org/three-dimensions). The details about each performance expectation can be found at [Next Generation Science Standards](http://nextgenscience.org/next-generation-science-standards), and the supporting evidence statements can be found under [Resources](http://nextgenscience.org/ngss-high-school-evidence-statements).

|  |  |  |
| --- | --- | --- |
| **School District Name** | | |
| **Course Title:** Nursing Assistant | | **Total Framework Hours:** 540 |
| **CIP Code:**  511614 | ExploratoryPreparatory | **Date Last Modified:** October 30, 2020; June 15, 2025, June 26, 2025 |
| **Career Cluster:** Health Science | | **Cluster Pathway:** Therapeutic Services |
| **Course Summary**:  The course is designed to prepare students for employment with the entry-level skills of a nursing assistant certified in nursing homes, hospitals, clinics, long-term care facilities, home or community health agencies, or other healthcare facilities. The core of the course is the common curriculum framework, using format and instructions provided by the Washington Board of Nursing (WABON)\*. The curriculum framework introduces, applies and reinforces holistic and person-centered care approaches. The content includes but is not limited to standards of practice for nursing assistants, communication skills, the structure and function of the human body, legal and ethical responsibilities, employability skills, infection control, principles of safety, and resident or clients’ rights. Students will learn emergency procedures such as cardiopulmonary resuscitation (CPR). Using the academic foundation of medical terminology, accurate mathematical operations and computations, and knowledge of the life sciences, students will demonstrate technical skill competency in real-life healthcare situations. Embedded throughout the program are the National Health Science standards which is the essential knowledge common across all health professions. The National Consortium of Health Science maintains and regularly revises the standards.  The 540-hour framework includes:   * 138 training hours, at a minimum, for the [common curriculum framework](https://app.leg.wa.gov/wac/default.aspx?cite=246-841A-440) which includes 12 units (9 traditional units and 3 specialty units [beginning September 2026)] that organizes and addresses federal and state requirements. Each unit includes time for classroom/theory and skills lab teaching and learning. The138 training hours must provide at a minimum 66 hours of classroom theory, 32 hours of skills lab, and 40 hours of clinical training. The common curriculum is designed to meet the requirements of [WAC 246-841A-420 [6],](https://app.leg.wa.gov/wac/default.aspx?cite=246-841A-420) * 180 hours to teach basic human anatomy and physiology standards and competencies, as well as the science standards to receive a lab science credit. * 222 hours allocated to teach the National Health Science standards and to add additional hours for variations in characteristics of the learning and teaching or learning variables.   \*NOTE: *To qualify as a nursing assistant training program for initial and ongoing approval, an applicant must:*   * *Apply to the Washington Board of Nursing to use the common curriculum framework* * *Implement the common curriculum as developed and described in materials provided by the WABON.*   Certifications available to students upon successful completion of requirements:   * Food Worker Card (local decision) * First Aid Card – Basic Life Support (BLS) * Cardio-Pulmonary Resuscitation (CPR) * Bloodborne pathogen * DSHS Specialty training Certificate of Completion – Developmental Disabilities; Mental Health; Dementia * Certified Nursing Assistant Licensing Exam * Precision Exams (suggested): Anatomy and Physiology, Medical Terminology, and National Health Science Assessment   **Units - Each unit includes time for classroom/theory and skills lab teaching and learning.**  Unit 1: Basic Human Anatomy and Physiology (180)  Unit 2: Introduction to Nursing Assistant Role, Maslow’s Hierarchy of Human Needs (includes Knowledge of Rules and Regulations) (15)  Unit 3 Healthcare System: History, Delivery Methods, and Teaming (15)  Unit 4: Client or Resident Rights and Promoting Independence: (includes Rules and Regulations) (12)  Unit 5: Communication and Interpersonal Skills (20)  Unit 6: Information Technology Applications (10)  Unit 7: Career Development and Employability (10)  Unit 8: Infection Control (30)  Unit 9: Safety and Emergency Procedures (30)  Unit 10: Basic Nursing Skills: BLS/CPR, Vital Signs, Charting, Care Plans (40)  Unit 11: Basic Restorative Skills (20)  Unit 12: Personal Care Skills (26)  Unit 13: Life Transitions (15)  Unit 14: Specialty Training: Developmental Disabilities (16)  Unit 15: Specialty Training: Mental Health Training (10)  Unit 16: Specialty Training: Dementia Training (10)  Unit 17: Mock Skills Testing (Lab) (16)  Unit 18: In-Facility Clinical Practice (65)  **Evaluation Methods for Competency Achievement:** Implementing the common curriculum as developed and described by WABON includes evaluation to measure each student’s level of competency achievement in each part of the training program (classroom theory, skills lab, and clinical). Competencies and standards of practice are statements of skills and knowledge, and are written as descriptions of observable, measurable behaviors. All competencies are performed under the direction and supervision of a licensed registered nurse or licensed practical nurse as required by RCW 18.88A.030. The methods which a program uses to evaluate student achievement of course objectives and competencies in accordance with [WAC 246-841A-400](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-400&pdf=true) and the associated passing and failing criteria or standards are described in the Programs Nursing Assistant Training Program [Evaluation Methods](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources).  **Classroom/theory**   * Quizzes, tests and other required assignments measuring the students understanding of the knowledge and skills in each unit. Formative and summative evaluations methods are important parts of the training. Formative evaluations should be a major part of the course to guide student learning.   **Skills Lab** (Skills practice for integration of theory and skills)   * Each unit of the framework includes a list of skills to be practiced and tested that are directly related to the unit content and rationale. The units include skills on the state exam plus other skills nursing assistants need for competency in all areas of their scope using skills checklists which match the state exam.   + Instructor demonstrates each unit’s lab skills   + Students’ practice and demonstrate competency for the skills listed in each unit under instructor supervision   + Instructor provides guidance and evaluation in real time.   + Conducted in-person in a commission-approved skills lab. * Skills lab Checklist and Competency evaluations uses a checklist that shows the skills evaluated, dates of evaluation, printed name and signature of evaluating instructor.   + Completed in skills lab by approved training program instructor prior to application in the in facility clinical.   + Uses the skills steps listed in the National Nurse Adise Assessment Program (NNAAP)   + Skills lab hours include time for mock skills testing prior to clinical and again prior to testing.   **Clinical - In facility clinical practice**   * Students participate in a clinical training experience immediately after demonstrating competency and completion of classroom/theory and skills lab where they will successfully and safely demonstrate the core competencies of a nursing assistant through integration of professional knowledge, skills, and behaviors. The clinical practice is Instructor-led in a care facility. * Instructor documents performance in relation to each student’s competency as a nursing assistant using the Clinical Checklist, Nursing Assistant Scope and Standards of Practice competency checklist. The checklist evaluates the student’s achievement of the course standards and competencies as identified in WAC 246-841A-400 based on the passing and failing criteria or standards for passing the course. | | |
| **Eligible for Equivalent Credit in:** Science | | **Total Number of Units:** 18 |
| **Course Resources:**   * Standards of practice and competencies for nursing assistants [WAC 246-841A-400](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-400&pdf=true) * Requirements for approval of nursing assistant training programs [WAC 246-841A-420](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-420&pdf=true); * Common curriculum in approved nursing assistant training programs [WAC 246-841A-440](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-440&pdf=true); * Physical and electronic resources required for approved nursing assistant training programs [WAC 246-841A-450](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-450); * National Consortium of Health Science Education [National Health Science Standards](https://healthscienceconsortium.org/standards/); * What topics must developmental disabilities specialty training include? [WAC 388-112A-0420](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0420) * Competencies and learning objectives for the long-term care worker developmental disability specialty training [WAC 388-112A-0430](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0430); * What must dementia specialty training include? [WAC 388-112A-440](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0440); * What must mental health specialty training include? [WAC 388-112A-0450](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0450); * [Washington State Department of Social and Health Services Curriculum and Materials Specialty Training](https://www.dshs.wa.gov/altsa/training/dshs-curriculum-and-materials-available): Mental Health, Level 1 Capable Caregiving for Mental Wellness (8 hours), Instructors Guide: Mental Health, Level 1 Capable Caregiving for Mental Wellness; Dementia, Level 1 Dementia Capable Caregiving (8 hours), Instructor Guide: Dementia, Level 1, Dementia Capable Caregiving. * Washington State Board of Nursing (WABON): * Opening a [Traditional training program](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/opening-new-nursing-assistant-training-program/opening-traditional-or-alternative-bridge-program), * [Verification of Approval by Your Co-Approving Agency](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/opening-new-nursing-assistant-training-program/opening-traditional-or-alternative-bridge-program/verification-approval-your-co-approving-agency), * [Additional Program Resources](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) (Common curriculum materials, Program Schedule Template, Applying to Use the Common Curriculum Framework) [Traditional and Alternative Bridge Curriculum materials](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources/common-curriculum-framework-materials/traditional-and-alternative-bridge-curriculum-materials); * [Traditional or Alternative “Bridge” Program Application Attachments and Template](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/opening-new-nursing-assistant-training-program/opening-traditional-or-alternative-bridge-program/traditional-or-alternative-bridge-program-application-attachments-and-templates)s: Skills Lab Checklist (Nursing Assistant Skills Lab Checklist and Competency Evaluation) and Clinical Checklist (Nursing Assistant Scope and Standards of Practice Competency Checklist). | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 1:** Basic Human Anatomy and Physiology | | | | **Total Learning Hours for Unit:** 180 |
| Unit Summary:  Healthcare professionals will use this knowledge as needed in their role as a Nursing Assistant-Certified.  Students engage in a series of hands-on laboratory and special projects about human anatomy and physiology. The goal of the unit is to prepare and equip students with basic skills and terminology they will need for college and career development in the medical field. Students learn about a variety of human organ systems, diseases associated with each, and how each system is connected with another. The content and competencies of human anatomy and physiology are applied and embedded throughout the course. For example, in the Basic Nursing skills unit students are taught the theory and knowledge of recognizing normal body functions, deviations from normal body functions and the importance of reporting deviations in a timely manner to a supervising nurse.  The unit will be broken up into subunits during the study of Anatomy and Physiology. The assessments are designed around the organization and function of the body systems. A variety of leadership activities are described that students are expected to do throughout this unit.  Overview of the body systems Includes:   * A general description of the system and its function(s) * System changes that commonly occur with age * Common system-related health conditions and deviations from normal functioning   Subunit: Levels of Organization in the Human Body – Cellular, Tissue, and Organ  Students will be able to:   * Trace the outline of a partner and label the anatomical regions, planes, and directions. * Illustrate body regions, planes, directions, and cavities; label anatomical references and diagrams using correct medical terminology for each. * Construct or label a model of the human cell. * Observe, draw, or label various types of human tissue. * Conduct labs: microscopic viewing of living and prepared slides of cells, and osmosis in plant cells. * Examine histological slides and identify distinguishing features. * Develop biology lab skills: compound microscope use, solution making, wet mount preparation, micro-measurement, and uncertainty estimates. * Lab portfolio management. * Inquiry-based cell organelle activity. * Describe the six levels of structural organization of the human body (chemical, cellular, tissue, organ, system, organism). * Identify and examine the structures and relationship of each cell structure, and components and functions of a typical cell. * Describe how structure and function are related in terms of cell and tissue types. * Investigate the interdependence of the various body systems to each other and to the body as a whole. * Describe the steps of cell differentiation and the role of stem cells. * Diagram the structure of the nucleic acid DNA. * Differentiate between the four basic types of membranes (mucous, serous, synovial, cutaneous). * Compare and contrast the stages of cell division (mitosis and meiosis). * Explore and explain the processes that move materials in and out of cells. (Passive processes: diffusion, osmosis, facilitated diffusion, dialysis, filtration. Active processes: phagocytosis; exocytosis and active transport; endocytosis and pinocytosis.) * Identify the general characteristics and functions of each of the four principle types of tissues. (Epithelia – strategies for tissue identification [arrangement and cell shape]; Connective – adipose, cartilage, dense fibrous, blood, bone; Muscular – skeletal, smooth, cardiac; nervous.) * Define and explain the relationship between cells, tissue, organs, and systems. * Describe metabolism and its anabolic and catabolic processes. * Identify, describe, and apply directional terms used in human anatomy. * Demonstrate and describe anatomical positions using directional terms. * Apply commonly used planes to divide the body (sagittal, midsagittal, transverse [horizontal], frontal [coronal]). * Identify and label body cavities and the main organs found in each cavity on an anatomical model. * Name the abdominal regions and identify the major organ(s) in each abdominal quadrant. * Apply knowledge of human growth and development to the structure and function of each body system. * Describe the effect of aging on all body systems. * Describe the physical, social, and emotional changes that occur in the elderly and chronically ill. * Demonstrate recognition of subjective and objective observations, documenting signs and symptoms. * Describe homeostasis and how it is maintained in the human body through the processes of negative and positive feedback. * Explain the role of homeostasis and its mechanisms in relation to the body as a whole and predict the consequences of failure to maintain homeostasis. * Examine the relationship between homeostasis and stress. * Describe common diseases associated with homeostatic imbalances associated with the various cells of the body. * Predict abnormalities that can occur with disorders of cell structures. * Examine various conditions that change normal body functions (e.g., tissue rejection, allergies, injury, diseases, disorders) and how the body responds. * Identify and explain factors relating to the transmission of disease. * Recognize normal body functions, deviations from normal body functions, and the importance of reporting deviations in a timely manner to a supervising nurse. * Define and use terminology related to anatomy, physiology, homeostasis, metabolism, cellular respiration, and the structure of the human body. * Investigate career possibilities in the field of histology.   Subunit: Movement and Support in the Human Body – The Integumentary System, Skeletal System, and Muscular System  *Integumentary System*  Students will be able to:   * Construct, draw, or label a model of skin layers, identifying the unique features and functions of each layer as they relate to the function of the integumentary system as a whole. * Conduct labs: microscopic viewing of skin and its features and layers, and distribution of sweat glands. * Research various types of injuries and burns affecting the skin and perform the mathematical calculations using the Rule of Nines. * Research a disease or disorder of the integumentary system, write a research paper on the disease or disorder, and present it using an electronic method. * Demonstrate biology lab skills: skin color, touch receptors, two-point threshold, tactile localization. * Manage a lab portfolio. * Describe the functions and structures of the integumentary system (skin, glands, hair, nails). * Describe the layers of the skin (epidermis, dermis, subcutaneous [hypodermis]). * Identify the appendages of the skin, labeling and describing the functions of each appendage. * Describe the functions of sudoriferous (sweat) and sebaceous (oil) glands. * Explore causes of abnormal skin colors. * Describe common disorders of the integumentary system (acne, skin cancers [basal cell carcinoma, squamous cell carcinoma, malignant melanoma], and decubitus ulcers). * Make observations of the skin to include color, temperature to touch, scarring, bruising, abrasions, lacerations, or other abnormalities. * Describe the process by which wounds heal. * Describe and discuss the role of the integumentary system in homeostasis regarding body temperature. * Demonstrate measuring and recording of temperature and identify abnormal results. * Define and use terminology related to the integumentary system. * Investigate career possibilities in a medical field related to the integumentary system.   *Skeletal System*  Students will be able to:   * Distinguish between four classifications of bones and examine the microscopic development and structure of bone tissue. * Label a skeletal model or diagram of the bones comprising the axial and appendicular skeletons and discuss their various functions. * Label on a skeleton the names of the bones for each of the following, identifying points of attachment:   + Skull 22 bones (cranium 8, facial 14)   + Spinal column/vertebra 24 with explanation of three parts of a typical vertebra (body, foramen, processes)   + Thoracic cavity   + Upper extremities: shoulder girdle, arms, wrist, and hands including long bone processes, and three parts of each finger   + Lower extremities: hip girdle, legs, ankles, and feet, including long bone parts, and parts of toes * Demonstrate biology lab skills: bone identification (examine a freshly dissected bone from a local butcher). Describe how the body maintains bone integrity through remodeling and repair. * Research a disease or disorder of the skeletal system, write a research paper on the disease or disorder, and present using an electronic method. * Conduct lab studies on the composition of bones. * Manage a lab portfolio. * Identify and describe the functions of the skeletal system including the major parts:   + Locate the following skull bones: mandible, maxilla, zygomatic, frontal, parietal, occipital, sphenoid, ethmoid, hyoid, temporal, mastoid process).   + Contrast the average number, location, and function of each of the five groups of vertebrae.   + Explain the structural classification of articulations (fibrous, synovial, cartilaginous).   + Describe the terms “suture” and “fontanel.” * Describe the structure and formation of bone.   + Identify the roles of the osteoblasts, osteocytes, and osteoclasts in bone growth and ossification.   + Describe the features of a long bone (periosteum, diaphysis, epiphysis, medullary cavity, red marrow, yellow marrow, articular cartilage, endosteum, compact bone, spongy bone).   + Describe and locate the following bone markings: foramen, meatus, sinus, fossa, condyle, tuberosity, trochanter, tubercle, process).   + Describe the formation of bone (ossification) beginning with infancy and ending with adulthood.     - Discuss bone loss in elderly.     - List factors that contribute to bone loss. * Identify types of bones with characteristics and examples of each (long, short, flat, irregular). * Contrast the axial and appendicular skeletons. * Identify the different types of joints and locations in the skeletal system.   + Differentiate between ligaments and tendons. * Perform range of motion (ROM) for joints such as the shoulder, wrist, and ankle.   + Differentiate between active and passive range of motion. * Demonstrate proper techniques for ambulation with assistive devices (crutches, cane, walker), and identify limitations and abnormalities. * Differentiate among types of bone fractures. * Explore bone and joint injuries and disorders identifying the following diseases or disorders of the skeletal system (arthritis, herniated disk, osteoarthritis, osteoporosis, scoliosis, spina bifida). * Differentiate between the diseases in a pediatric, adult, and elderly person. * Define and use terminology related to the skeletal system. * Investigate career possibilities in a field related to the skeletal system.   *Muscular System*  Students will be able to:   * Observe, draw, or label the different types of muscle tissues, noting the function and anatomical differences of each type. * Explain the guidelines used in naming skeletal muscles, such as location, size, direction, etc. * Develop a graphic that identifies the name of the muscle, the directional motion, location, and function of the following muscle groups: Muscles of facial expressions; muscles of mastication; muscles of the neck; muscles of the trunk and upper extremities; muscles of the lower extremities. * Debate in class or in written or digital format the purpose of white and red muscle fibers as related to muscle strength, power, and endurance for fitness/athletic training and rehabilitation of muscle. * Perform range of motion exercises and evaluate joint angles using a goniometer. * Conduct a lab experiment on the effect of ATP on rabbit muscle. * Develop biology lab skills: muscle identification, cat dissection, and observation of skeletal muscles through a microscope. * Analyze the basic structure and functions of the muscular system. * Identify the principal muscles of the body by name, location, origin, insertion, and function. * Describe the three specific types of muscle tissue (skeletal, smooth, cardiac) by contrasting the general location, microscopic appearance, control, and functions. * Discuss voluntary and involuntary muscles. * Identify the general functions of muscular system to include explaining the role of prime movers (agonists), antagonists, synergists, and fixators. * Identify the characteristics of muscles (elasticity, excitability [irritability], extensibility, flexibility). * Contrast thick and thin myofilaments. * Describe the sliding-filament theory of muscle contraction and how it obtains energy. * Explain how types of muscular contractions produce body movements and help maintain postures. * Describe what occurs at the neuromuscular junction. * Demonstrate muscle movement. * Practice active and passive range of motion exercises. * Research different sports to determine which muscles are used; explore the effect of exercise and sports training on muscles. * Explain the relationship between the muscular and skeletal systems and identify their interdependence as they relate to body structure, movement, and posture. * Identify and describe the following muscle diseases, disorders, and injuries: fibromyalgia, muscular dystrophy, shin splints, tendinitis, hernia, strains, cramps, contusion. * Differentiate between the diseases in a pediatric, adult, and elderly person. * Define and use terminology related to the muscular system. * Investigate career possibilities that are related to the muscular system.   Subunit: Transport in the Human Body – The Cardiovascular System and Lymphatic System  *Circulatory and Cardiovascular System*  Students will be able to:   * Dissect and identify the parts of a mammalian heart. * Interpret an electrocardiogram (ECG) of a normal sinus rhythm, identifying the P, Q, R, S, and T waves with an explanation of the electrical and mechanical event of each. Identify ECG strips with explanation of sinus, junctional, and ventricular arrhythmias. * Develop an informational fact sheet on diseases of the cardiovascular system. Include the signs and symptoms, diagnostic procedures, underlying causation, clinical manifestations, evaluation, and treatment. * Write a research paper or construct an electronic slide presentation on a cardiovascular system dysfunction and present it to the class. Include an interview with a health professional as a resource for this assignment. * Lab reports: composition of blood, cardiac cycle using stethoscope. * Biology lab skills: dissection of cow heart, EKG via local fire department, blood pressure, pressure points for pulse rates, structure and name of blood vessels. * Describe the components and functions of the blood system. * Distinguish differences in anatomy and physiology of blood vessels to include arteries, arterioles, capillaries, venules, and veins. * Analyze the basic structures and functions of the cardiovascular system. * Describe the parts of the circulatory system. * Identify and describe the functions of heart structures (chambers, valves, and associated vessels of the heart). * Describe the physiology of blood circulation. Identify and trace the flow of blood through the heart and provide the distinction between the pulmonary and systemic circulation. * Describe the composition of blood and the function of each component. Research when blood components are prescribed for a patient and why. * Discuss blood types. * Describe the blood-clotting process. * Name the parts of the conduction system of the heart and trace the impulses during initiation and conduction. * Explore disorders and diseases of the blood (anemias, hemolytic disease of the newborn, hemophilia, leukemia, mononucleosis, polycythemia). * Explore disorders of the cardiovascular system (aneurysm, arteriosclerosis, atherosclerosis, cerebrovascular accident/stroke, coronary artery disease, hypertension, murmur, myocardial infarction). * Connect the regulation of blood volume, heart rate, stroke, volume, cardiac output, and blood pressure. * Demonstrate measuring and recording blood pressure and pulse, and identify abnormal results. * Define and use terminology related to the circulatory and cardiovascular system. * Investigate career possibilities in a medical field related to the circulatory and cardiovascular system.   *Lymphatic System*  Students will be able to:   * Draw and label the structures that comprise the lymphatic system and describe their role in the immune response. * Describe in a written, oral, or digital format the structure and function of the lymphatic system, lymphatic vessels, and lymph nodes. Differentiate between the cells of the immune response and other defenses, and explain how they work with antigens, antibodies, and individual immunity to maintain homeostasis in the body. * Write a research paper or construct an electronic slide presentation on an immunological system dysfunction and present it to the class. Include an interview with a health professional as a resource for this assignment. * Lab reports: ELISA. * Biology lab skills: measuring solutions of small amounts, microscopy, staining and identification of WBCs. * Analyze the structures of the lymphatic system and their functions. * Compare and contrast the types of immunity and identify the relationship of the WBC and the lymphatic system. * Explain the relationship between the lymphatic system and the circulatory system. * Trace the flow of lymphatic fluid through the human body. * Discuss Acquired Immunodeficiency Syndrome (AIDS). * Explore disorders of the lymphatic system (measles, mumps, rubella, tetanus, lupus, mononucleosis). * Explain the mechanisms surrounding allergic response, autoimmune and alloimmune diseases. Explain what systems are involved and any preventive measures that can be initiated. * Define and use terminology related to the lymphatic system. * Investigate medical career possibilities that are related to the lymphatic system.   Subunit: Integration and Coordination in the Human Body System – The Nervous System, Sensory System, and Endocrine System  *Nervous System*  Students will be able to:   * Observe or construct microscopic slides of nervous tissue and differentiate the function of the nerve tissue structures. * Observe a nerve through a microscope and complete a lab report. * Identify the components of the central and peripheral nervous system and compare and contrast their functions. * Investigate the physiology of electrochemical impulses and neural integration. * Research and construct written and/or verbal presentation on disease or disorder of the nervous system. * Analyze a case study of a neurological disorder to make a diagnosis or prognosis. * Conduct the lab: reflex physiology lab. * Demonstrate biology lab skills: dissection of sheep brain, cranial nerve anatomy lab, and microscopic view of nerve. * Describe the basic structure and functions of the nervous system. * Identify the components for each type of neuron and describe the functions of each. * Discuss the main divisions of the nervous system. * Compare and contrast the sympathetic nervous system and the parasympathetic nervous system. * Identify and label the lobes of the brain and explain the functions associated with each lobe. * Outline the structures and functions of the spinal cord. * Discuss cerebrospinal fluid. * Describe the functions of the cranial and spinal nerves. * Explain reflex arc. * Explain disorders and injuries of the nervous system (ALS, Alzheimer’s, bacterial meningitis, cerebral palsy, epilepsy, multiple sclerosis, Parkinson’s). * Demonstrate technique for cranial nerve evaluation (reflexes) and identify abnormal responses. * Differentiate between pediatric and adult reflexes. * Research theories of pain, especially concerning the neuroanatomy of pain, concept of pain threshold, and pain tolerance. Include information on perception of pain in children and the elderly, and males and females. * Research electrophysiological technologies such as electroencephalogram (EEG), electrocardiogram (ECG), transcutaneous electrical nerve stimulation (TENS) and cardioversion. * Define and use terminology related to the nervous system. * Investigate career possibilities in a medical field related to the nervous system.   *Sensory System*  Students will be able to:   * Identify the structure and functions of the body’s sensory organs. * Experiment testing the senses, including visual and auditory tests. * Conduct labs: Sensory evaluation lab using Snellen eye chart, Ishihara’s color blindness plates, tuning forks, scented oils, and foods. * Demonstrate biology lab skills: dissection of cow eye and identify major structures, microscopy of the retina and cochlea. * Analyze the structure and functions of the sensory system (eye, ear, nose, tongue). * Identify the five main senses. * Discuss why stimulation of a sense organ results in sensation. * Explore disorders of the sensory system (presbyopia, myopia, hyperopia, cataracts, conjunctivitis, deafness [conductive, sensorineural], glaucoma, macular degeneration, middle ear infection, bismus, tinnitus, vertigo). * Differentiate between the diseases in an infant, pediatric, adult, and elderly person. * Demonstrate techniques for administering vision and hearing tests and identify abnormal results. * Define and use terminology related to the sensory system. * Investigate career possibilities related to the sensory system.   *Endocrine System*  Students will be able to:   * Differentiate among the major organs and tissues that comprise the endocrine system and how the hormones secreted by these tissues assist in the maintenance of homeostasis. * Research and construct a written and/or verbal presentation on diseases or disorders of the endocrine system. * Label the major endocrine glands using visual aid. * Conduct a lab experiment: hyperinsulinism in guppies. * Biology lab skills: microscopy of various endocrine glands: pancreas, thyroid, mixing solutions, care of living lab specimens. * Analyze the structures of the endocrine system and their functions. * Identify the hormones secreted by each organ of the endocrine system and their functions. * Explain the role of the endocrine system in maintaining homeostasis. * Outline the process of hormone regulation. * Describe the role of the hypothalamus in linking the endocrine system and nervous system. * Describe the response of the endocrine system to stress. * Outline the uses of hormones as medical treatments. * Describe diseases and disorders of the endocrine system (acromegaly, cretinism, diabetes mellitus, dwarfism, gigantism, hyperthyroidism, hypothyroidism, myxedema). * Demonstrate the roles and responsibilities of patient education related to the endocrine systems (i.e., diabetic patient education). * Explain the pathophysiology and abnormal anatomy and/or physiology surrounding the hypo- and hyper-secretion of hormones of the endocrine system. * Explain how these abnormalities can affect one’s physical and mental health. * Describe how diseases can manifest themselves in different ways in pediatric, adult, and elderly persons. * Demonstrate techniques for using simulated equipment and medical devices related to the endocrine system (i.e., simulated blood glucose monitor). * Define and use terminology related to the endocrine system. * Investigate career possibilities in a medical field related to the endocrine system.   Subunit: Absorption and Excretion in the Human Body – The Respiratory System, Digestive System and Urinary System  *Respiratory System*  Students will be able to:   * Draw and label the structures and function of the respiratory system and describe the exchange of gases at the cellular level. * Write a research paper or construct an electronic slide presentation on a respiratory system dysfunction and present it to the class. Include an interview with a health professional as a resource for this assignment. * Lab reports: lung capacity using water spirometer. * Demonstrate biology lab skills: dissection of pig pluck, comparing a healthy lung to a smoker’s lung. * Manage a lab portfolio. * Analyze the structures of the respiratory system and their functions. * Discuss the process of breathing and respiration. * Differentiate between the upper and lower respiratory tract while tracing the pathway of air into and out of the respiratory system. * Explain the physiology of breathing to include the process of gas exchange. * Analyze the interdependence of the cardiovascular and respiratory systems as they relate to gas exchange, circulation, and the support of the vital organs of the human body. * Demonstrate measuring and recording respirations and identify abnormal results. * Outline abnormal breathing conditions. * Explore common disorders of the respiratory system (emphysema, influenza, lung cancer, pneumonia, SIDS, tuberculosis). * Define and use terminology related to the respiratory system. * Investigate medical career possibilities that are related to the respiratory system.   *Digestive System*  Students will be able to:   * Draw and label model of each organ within the digestive system, listing functions of each organ. * Summarize research and disorders related to the digestive system and present to class. * Conduct the lab experiment: chemical and physical processes of digestion. * Demonstrate biology lab skills: microscopy of villus, duodenum, salivary gland, and liver, mixing and measuring of solutions. * Manage a lab portfolio. * Analyze the structures of the digestive system and their functions. * Name the accessory organs of digestion. * Outline the process of digestion. * Compare and contrast chemical and mechanical digestion. * Trace the path of food throughout the digestive pathway. * Identify gastric secretions and describe the function of each. * Explain the process of absorption. * Explore the disorders of the digestive system (appendicitis, cirrhosis, colorectal cancer, gallstones, hepatitis, obesity, ulcers) * Differentiate between diseases in a pediatric, adult, and elderly person. * Demonstrate measuring height, weight, and Body Mass Index (BMI), and document in electronic medical record. * Define and use terminology related to the digestive system. * Investigate career possibilities in the field related to the digestive system.   *Urinary System*  Students will be able to:   * Draw and label models of each organ within the urinary system, listing functions of each organ comparing male and female systems. * Summarize research and disorders related to the urinary system and present to class. * Construct a model of the kidney to include all parts. * Conduct lab reports: urinalysis (simulated). * Demonstrate biology lab skills: dissection of sheep kidney, microscopy of nephron. * Outline the functions of the urinary system. * Identify the structures of the urinary system and their functions. * Identify the internal and external anatomy of the kidney. * Analyze the blood supply that the kidney requires for functioning, the physiology of the nephrons, the process by which urine is formed, the pathways for excretion in males and females, and the chemical and nervous system control of urinary secretion. * Explain the processes of secretion, filtration, and reabsorption, including where the processes occur. * Discuss the process of urine formation * Compare and contrast the male and female urinary systems. * Explain the process of micturition. * Demonstrate measuring intake and output, identify abnormal results (collection of specimens), and document measurements in an electronic medical record. * Explore disorders of the urinary system (cystitis, diabetes insipidus, glomerulonephritis, incontinence, kidney stones, renal failure, urinary tract infections). * Differentiate between the diseases in a child, adult, and elderly person. * Define and use terminology related to the urinary system. * Investigate career possibilities in the field related to the urinary system.   Subunit: Life Cycle in the Human Body – Reproduction, Growth, and Development  *Reproductive System*  Students will be able to:   * Demonstrate their understanding of the process of fertilization, mitosis, and meiosis, then outline the timeline and phases of development of a fetus from fertilization until birth. * Describe the abnormalities that can occur at each phase, including genetic disorders and other congenital complications. * Demonstrate biology lab skills, including the observation of human ovary, ovum, and sperm under a microscope. * Identify the structures of the male reproductive system and their functions. * Identify the structures of the female reproductive system and their functions * Explain the phases of the menstrual cycle. * Discuss the physiology of reproduction. * Outline the changes that occur during menopause. * Explain the relationship of the endocrine system to the function of the reproductive system. * Describe how structure and function are related in terms of cell and tissue types. * Discuss sexually transmitted diseases: gonorrhea, syphilis, genital herpes, chlamydia, trichomoniasis, genital warts, and human papillomavirus (HPV). * Explore disorders of the reproductive system (reproductive cancers [breast, testicular, cervical, ovarian, prostate], endometriosis, and impotence). * Define and use terminology related to the reproductive system. * Investigate career possibilities in the field related to the reproductive system. | | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Use computer programs, resources, medical library journals and the Internet to research information on diseases. * Research and write a paper about a disease or abnormal condition, with specific guidelines from the instructor. * Read and summarize research about developmental changes that occur in the elderly. Students will then share their findings with the class using visual aids. * Develop a care plan (based on research) of a specific disease or abnormality, discussing care skills as they apply to each body system. * Demonstrate knowledge and awareness of preventative health behaviors specific to a group other than their peers. Students will lead a wellness project that could be presented to that specific group. The project should address the prevention of illness, reduction of health risk factors, alternative health practices, and strategies for individuals to manage their own health status. * Assist school medical personnel with set-up of health screenings; record and graph the information. * Participate in at least one health fair, clinic, or screening in order to practice and gain proficiency in performing related skills. * Develop and follow a personal healthcare/fitness plan. * Complete a fictional case study of a burn victim, including history and physical exam, lab tests and radiological reports, diagnosis, and treatment options with prognosis. * Compare fictional case studies of fracture victims, including history and physical exam, lab tests and radiological reports, diagnosis, and treatment options with prognosis in order to create the best possible treatment plan for the patients. * Participate in a large group simulation and video production to demonstrate cardiovascular circulation. Red balloons are used to represent arterial blood and blue balloons are used to represent venous blood. They must carry and exchange balloons while navigating through a group of classmates representing different anatomical structures in the heart. * Research medical texts and peer-reviewed journals to explain the pathophysiology and abnormal anatomy and/or physiology surrounding diseases, disorders, and/or syndromes of one of the major body systems (i.e., the nervous system, digestive system, or the abnormal secretion of hormones by the endocrine system). Students will need to explain how these abnormalities can affect one’s physical health, outlining signs and symptoms, underlying causes, clinical manifestations, diagnostic procedures, evaluation, and treatment. Students should differentiate between the diseases in a pediatric, adult, and elderly person. * Develop a public service announcement, community awareness presentation, or health education presentation to inform a selected audience about one of these diseases or disorders, following National HOSA competitive events guidelines. * Create models to explain the disruption of sensory mechanisms when a person uses narcotics. | | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students work effectively in diverse groups (9.B.1; 9.B.2) (identify group roles, leadership roles) to determine body systems and roles. Each group is responsible for teaching the class a body system and role-playing disease prevention. * Students collaborate with others (3.B.1; 3.B.3) to learn the general medical anatomy of the human body. They will work creatively with others (1.B.2) to practice directional terms that are used to locate specific regions of the body. In a problem-solving session, students will be given purposely vague descriptions and be challenged to reason effectively (2.A.1) to identify the correct medical description of the body region. Students will collaborate with others (3.B.1) in open-ended lab scenarios focusing on cells and tissues of the human body. * Students work with others to create a multimedia display (5.B.1) showing their understanding of local, national, and international public health and safety issues regarding skin health awareness. * Students creatively work with others (1.B.1;1.B.2) to create a presentation on a disease. They will compare case studies of cardiac, skeletal, and smooth muscle pathologies, including history and physical exam, lab tests and radiological reports, diagnosis, and treatment options with prognosis. * Students create a multimedia presentation (5.B.1) that describes a muscle disease, disorder, or injury. * In small groups, students develop a children’s book or play to tell the story of a blood cell’s journey through the body. The story should include the flow of blood and the effects it has on organs along the way (or vice versa). * Students access, evaluate and compare (4.A.1; 4.A.2) case studies of people who are infected with HIV/AIDS. When students have a general understanding of these concepts, they can role-play parts (macrophages, NK cells, B and T lymphocytes) of the immune system to demonstrate the process of fighting off a pathogen. They identify routes of infection and immune cells responsible for protection. If possible, students could meet with an epidemiologist to investigate and analyze a real-life scenario. * Students communicate clearly (3.A.1; 3.A.3) as they role-play the role of a patient and a doctor performing a basic neurological assessment. Students should check sensory responses to sharp and dull objects; pupil response to light, eye movement, and the ability to follow objects; reflexes, coordination, balance, and gait. * Students, in pairs, collaboratively work with others (3.B.1; 3.B.3) with one in each pair playing the role of the patient and the other performing a basic neurological assessment. Students should check sensory responses to sharp and dull objects; pupil response to light, eye movement, and the ability to follow objects; reflexes, coordination, balance, and gait. Each pair should perform the assessment in front of the class for peer review, with classmates noting any missed or inaccurate protocol. | | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 1: Academic Foundation  Healthcare professionals will understand human anatomy, physiology, common diseases and disorders, and medical math principles.  1.1 Human Anatomy and Physiology  1.1.1 Describe the organization of the human body and directional terms.  a. Identify Levels of Organization  c. Identify body planes  d. Use directional terms  e. Identify body cavities  f. Identify the components of the abdominal quadrants  1.1.2 Identify basic structures and describe functions of human body systems.  a. Skeletal  • Structures of the skeletal system  • Functions of the skeletal system  b. Muscular  • Structures of the muscular system  • Functions of the muscular system  c. Integumentary  • Structures of the integumentary system  • Functions of the integumentary system  d. Cardiovascular  • Structures of the cardiovascular system  • Functions of the cardiovascular system  e. Lymphatic / Immune  • Structures of the lymphatic system  • Functions of the lymphatic system  f. Respiratory  • Structures of the respiratory system  • Functions of the respiratory system  g. Nervous  • Structures of the nervous system  • Functions of the nervous system  h. Endocrine  • Structures of the endocrine system  • Functions of the endocrine system  i. Digestive  • Structures of the digestive system  • Functions of the digestive system  j. Urinary  • Structures of the urinary system  • Functions of the urinary system  k. Reproductive  • Structures of the reproductive system  • Functions of the reproductive system  1.2 Diseases and Disorders  1.21 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including, but not limited to the following:  Anxiety ⋅ Arthritis • Asthma • Bipolar disorder ⋅ Cancer • Cataracts • Concussion / Traumatic Brain Injury (TBI) • Cystic fibrosis • Diabetes mellitus ⋅ Depression • Dementia • Gastric ulcer • Hepatitis • Hypertension • Melanoma • Muscular Dystrophy • Myocardial Infarction • Sexually Transmitted ⋅Infection (STI) • Stroke / Cardiovascular Accident (CVA) • Tuberculosis • Urinary Tract Infection (UTI)  1.2.2 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.  ⋅Gene editing • Gene testing • Gene therapy • Immunization ⋅ Immunotherapy • Stem cell research  Foundation Standard 2: Communications  Demonstrate methods of delivering and obtaining information, while communicating effectively.  2.1 Concepts of Effective Communication  2.1.1 Model verbal and nonverbal therapeutic communication.  • Active listening ⋅ Reflecting • Silence • Summarizing  2.1.2 Identify common barriers to communication. (Physical disabilities; Psychological barriers; Language barriers)  2.1.3 Distinguish between subjective and objective information.  2.1.4 Interpret elements of communication process using sender-message-receiver feedback model.  2.1.5 Modify communication to meet the needs of the patient/client and to be appropriate to the situation.  2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.  2.2 Medical Terminology  2.2.1 Use common roots, prefixes, and suffixes to communicate information.  2.2.2 Interpret common medical abbreviations to communicate information.  2.3 Written Communication Skills  2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).  2.3.2 Prepare examples of technical and informative writing.  2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.  Foundation Standard 4: Employability Skills  Use employability skills to enhance employment opportunities and job satisfaction.  4.1 Personal Traits of the Healthcare Professional  4.1.1 Identify personal traits and attitudes desirable in a career ready member of a health team.  4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.  4.2 Employability Skills  4.21 Apply employability skills/soft skills in healthcare.  4.3 Career Decision-Making  4.31 Research levels of education, credentialing requirements, and employment trends in health professions.  4.3.2 Distinguish differences among careers within the health science pathways  • Biotechnology research and development • Diagnostic services • Health informatics • Support services • Therapeutic services  4.4 Employability Preparation  4.4.1 Develop components of a personal portfolio.  4.4.2 Identify strategies for pursuing employment  • Social media • Personal networking • Employer websites • Internships  Standard 9: Health Maintenance Practices  Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.  9.1 Healthy Behaviors  9.1.1 Promote self-care behaviors of health and wellness.  • Exercise • Nutrition • Relationships • Sleep habits • Stress management • Weight control  9.1.3 Describe public health strategies for prevention of disease.  9.1.4 Investigate complementary and alternative health practices as they relate to wellness and disease prevention.  • Eastern medicine • Holistic medicine • Homeopathic medicine • Manipulative medicine | | | | |
| **Aligned Washington State Academic Standards** | | | | |
| **Science** | **Washington Science Standards (Next Generation Science Standards):**  HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.  HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.  HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.  HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.  HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.  HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.  HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.  HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.  HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that accounts for societal needs and wants.  HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.  HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. | | | |
| **Science and Engineering Practice** | | **Disciplinary Core Idea** | **Crosscutting Concept** | |
| * Developing and Using Models * Constructing Explanations and Design Solutions * Planning and Carrying Out Investigations | | * LS1.A: Structure and Function * LS1.C Organization for Matter and Energy Flow in Organisms | * Systems and System Models * Stability and Change * Scale, Proportion and Quantity | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 2:** Introduction to Nursing Assistant Role, Maslow’s Hierarchy of Human Needs (includes Rules and Regulations) | | | | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**:  In this unit, students:   * Demonstrate competency in providing holistic, person-centered care that supports the human needs of diverse individuals within the nursing assistant scope of practice. * Demonstrate knowledge and explain the practical implications of the laws and regulations which affect nursing assistant practice. * Understand the legal responsibilities, limitations, and implications of nursing assistant actions within the healthcare delivery system. Perform their duties according to regulations, policies, laws, and legislated rights of clients. * Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. Perform quality healthcare delivery. * Understand and demonstrate ethical responsibilities of the nursing assistant within the healthcare system. | | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Analyze and summarize in writing how Maslow’s Hierarchy of Needs helps a nursing assistant prioritize holistic, person-centered care for client’s/residents. * Explain how Maslow’s Hierarchy can be used to evaluate a client’s/resident’s condition and help with decision making and determining priorities for treatment when developing a patients care plan. * Research and develop an oral presentation for nursing assistants on the role (scope of practice) of the nursing assistant as outlined in regulatory and professional guidelines [e.g, Omnibus Budget Reconciliation Act (OBRA), Washington Administrative Code (WAC) 246-841A, Washington State Board of Nursing, ethics in the workplace, informed consent, and advance directives]. * Summarize a nursing assistant code of ethics to prepare for a class discussion on the significance of specific standards and how they relate to the LTC residents’ bill of rights. Differentiate and explain professional ethics and legal responsibilities of a nursing assistant in the clinical setting. Analyze legal and ethical issues related to standards of healthcare professionals and their practice in the Long-term care facility. Accurately explain personal and organizational liabilities associated with these legal and ethical issues. [e.g., nursing assistant code of ethics, facility ethical protocols, appropriate legal documents (confidentiality, HIPPA, legal terms)]. * In small groups distinguish personal and professional characteristics of an employee in a Long-Term Care facility. Explain the characteristics in the context of the nursing assistant’s role and relate them to common professionalism expectations, including expectations surrounding attire, accountability, chain of command, scope of practice, resident care plans, the nursing process, productivity and time management, and performing duties as assigned while demonstrating ethical behavior. * Identify, examine, and analyze, in writing, key components of various medical/legal case studies in order to recognize appropriate legal/ethical behaviors related to liability, scope of practice, documentation, regulatory guidelines, and the reporting of activity that could cause risk or adverse effect to anyone. * Research the ethical behavior and legal responsibilities of the nursing assistant including practices that could result in malpractice, liability, and/or negligence. Create a chart which comparing and contrasting behaviors and practices. Describe disciplinary action which can be taken by the Washington State Board of Nursing against a nursing assistant. * Work in small groups with a given series of scenarios related to ethics, patient’s rights, and professional standards violations. Each group will research the legal and ethical responsibilities, limitations, and implications of the nursing assistant and report their conclusions to the class. * Role-play specific scenarios in small groups to explore, practice, and refine their behavior in response to various situations concerning respect for clients’ rights, independence, and respect for diversity. * Locate, read, and demonstrate awareness of mandatory reporting procedures of client abuse, neglect, abandonment, and exploitation; scope of practice; Workers Right to Know; and Uniform Disciplinary Act to a group of healthcare professionals. * Perform care skills in a compassionate manner demonstrating respect for the client, the client’s possessions, and creating an environment through the student’s behavior that promotes trust and comfort. Students will arrange care to accommodate for arrival and participation in planned activities and be accountable in noticing and reporting any care that is abusive or neglectful. Evaluation of these skills will be included on the students’ skill competency checklists. * Demonstrate ethical and legal responsibility in their behavior/actions in the lab/clinical settings by recognizing the importance of the client and the client’s rights. * Demonstrate competency in clinical facilities, skills lab and simulations, within the nursing assistants’ scope of practice and knowledge of rules and regulations. * During clinical rotations, students will demonstrate appropriate and professional behavior concerning privacy, confidentiality, and client personal choices and concerns as observed by instructor. * Learn WACs, Uniform Disciplinary Code, HIPPA confidentiality, Patient Rights, Scope of Practice, and charting. Students will be assessed on demonstration and paper and pencil tests. * Define the terms abuse and neglect and differentiate among various types of abuse (elder, child, domestic) and neglect through an evaluation of scenarios. Summarize findings from the scenarios, citing evidence including all suspicious findings and actual signs of abuse and/or neglect. Describe the responsibility of the nursing assistant in reporting. * Develop an oral presentation for a group of healthcare professionals on mandatory reporting procedures of client abuse, neglect, abandonment, and exploitation and the scope of practice for nursing assistants. * **Skills Lab Competency and Evaluation Checklist**    + Story Activity: Linking holistic care to one unique individual for a person-centered care approach.     - Alberta Filmore: Getting to know Alberta; identifying her human needs at every level of Maslow’s hierarchy and how nursing assistants-in their professional role – can support human needs with a holistic, person-centered care approach   Capstone Project for Unit:   * Students evaluate a solution to a complex real-world problem and prioritize criteria and tradeoffs that account for a range of constraints including cost, safety, reliability, and cultural and social impact. * Given a case study that includes two or more body systems, students in a group will research the diagnosis or problem and discuss the ethical dilemma presented, as well as positive and negative implications related to the decision. Students should be able to clarify myths and facts regarding the decision and develop treatment recommendations for a patient. * Select a topic and defend their position on a current medical ethical dilemma.   . | | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * In small groups access and evaluate information (4.A.1; 4.A.2) develop a Power Point presentation regarding ethics, legal responsibilities, professional standards, and/or client rights to present to present to the Health Science Advisory Board. | | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 5: Legal Responsibilities  Describe legal responsibilities, limitations, and implications on healthcare worker actions.  5.1 Legal Responsibilities and Implications  5.1.1 Analyze legal responsibilities and implications of criminal and civil law.  5.2 Legal Practices  5.2.1 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication).  5.2.2 Describe advance directives.  5.2.3 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting.  5.2.4 Differentiate informed and implied consent.  5.2.5 Describe the concept of scope of practice.  5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report).  Foundation Standard 6: Ethics  Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.  6.1 Ethical Practice  6.1.1 Differentiate between ethical and legal issues impacting healthcare.  6.1.2 Identify ethical issues and their implications related to healthcare  • Ethics committee • Euthanasia • Gene editing • Immunizations • In vitro fertilization • Organ donation/transplantation • Scope of practice  6.2 Cultural, Social, and Ethnic Diversity  6.2.1 Discuss religious, social, and cultural values as they impact healthcare  . • Ageism • Ethnicity • Gender • Race • Religion  6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients/families  • Civility • Customer service • Patient satisfaction | | | | |
| **Washington Administrative Code 246-841A-400** (1) **The Nursing assistant role and knowledge of rules and regulations.**  The nursing assistant demonstrates:   1. Competency in providing holistic, person-centered care that supports the human needs of diverse individual   The nursing assistant   * Identifies clients’ or residents’ human needs holistically and provides person-centered care to support those needs according to the plan of care.  1. Knowledge of and can explain the practical implications of the laws and regulations which affect nursing assistant practice.   The nursing assistant   * Applies and communicates knowledge of   + The nursing assistant scope of practice.   + Opportunities for expanding scope:     - Nurse delegation     - Medication assistant certification endorsement   + Workers right to know (chapter 49.70 RCW)   + The Uniform Disciplinary Act (chapter 18.130 RCW)   + The Omnibus Budget Reconciliation Act (OBRA)   + Mandatory report procedures related to client or resident abuse, neglect, abandonment, and exploitation (chapters 74.34 RCW and 246-16 WAC, and WAC 246-841A-720)   + Medicare and Medicaid. | | | | |
| **Aligned Washington State Academic Standards** | | | | |
| **Science** | **Washington Science Standards (Next Generation Science Standards):**  HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs  that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible  social, cultural, and environmental impacts. | | | |
| **Science and Engineering Practice** | | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 3:** Healthcare Systems: History, Delivery Methods, and Teaming | | | | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**:  In this unit, students:   * Understand how healthcare professionals’ roles fit into their department, their organization, and the overall healthcare environment. Identify how key systems affect services they perform and quality of care. * Understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. Interact effectively and sensitively with all members of the healthcare team. * Understand the role and function of the certified nursing assistant within the healthcare system. | | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Research traditional and alternative healthcare delivery facilities where nursing assistants provide care to compare and contrast the philosophy, management structures, and healthcare system components of each. Students will create a graphic organizer that illustrates the healthcare system in their community and which component of that system would be used by patients in specific medical situations. * Create a chart comparing and contrasting the essential functions, similarities, and differences of healthcare facilities (e.g., acute care, long-term care, assisted living, homecare, rehabilitation, and hospice) * Diagram the organizational structure and explain the essential duties, including delegation process, of the healthcare team within a health care facility [e.g., the client or resident and the client’s or resident’s loved ones , primary care providers (physician, physician’s assistant, advanced registered nurse practitioners), registered and licensed practical nurse, nursing assistant, nurse practitioner, discharge coordinator, home health aide, and therapists (physical, occupational, respiratory), social workers and case managers, activity coordinators, registered dieticians.] * Research and present findings to a community group on the evolving healthcare trends that have demanded system changes and their effect on healthcare costs. * Working in simulated healthcare teams, discuss various assigned scenarios and solve problems while recognizing the diversity of team members and respecting interdisciplinary differences in various healthcare professions. * Complete a staff organizational chart for an assisted living facility depicting chain of command for nursing staff and other support healthcare providers with 100% accuracy. * Collaborate, using conflict management skills as needed, to accomplish their common goals while also following the proper line of authority, as needed in the classroom and in clinical settings. * Research hospital care, subacute care, coronary care, assisted care, hospice, and home health. Select one of the healthcare areas and do a presentation to the class. Including the definition of the system, the structure, focus, personal, services offered, patient population, eligibility criteria, levels of care, and the results or outcomes for the client/resident. The instructor will assess the presentation on a rubric. | | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students demonstrate responsibility to others (11.B.1), leadership skills by guiding and leading others (11.A.3) and application of technical skills while participating in community-based services (e.g., blood drives, vision check, blood pressure clinics). * In groups, students will use systems thinking (2.B.1) as they role-play a scenario of conflict in a team and how to resolve conflicts. | | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 3: Systems  Identify how key systems affect services performed and quality of care.  3.1 Healthcare Delivery Systems  3.1.1 Differentiate healthcare delivery systems and healthcare related agencies.  3.1.2 Examine the healthcare consumer’s rights and responsibilities within the healthcare system.  • Self-advocacy • Compliance • Patient’s Bill of Rights  3.1.3 Analyze the impact of emerging issues on healthcare delivery systems.  • Behavior/mental Health • Bioethics • Epidemiology • Socioeconomics • Technology  3.1.4 Analyze healthcare economics and related terms. | | | | |
| **Aligned Washington State Academic Standards** | | | | |
| **Science** | **Washington Science Standards (Next Generation Science Standards):**  HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints  for solutions that accounts for societal needs and wants.  HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more  manageable problems that can be solved through engineering.  HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs  that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible  social, cultural, and environmental impacts | | | |
| **Science and Engineering Practice** | | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 4:** Client or Resident Rights and Promoting Independence (includes Rules and Regulations) | | | | **Total Learning Hours for Unit:** 12 |
| **Unit Summary**:  In this unit, students:   * Demonstrate behavior which maintains and respects client or resident rights and promotes independence, regardless of race, religion, lifestyle, sexual orientation, gender identity, disease process or ability to pay. * Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery. * Understand the rights of client or residents and know how to promote independence in clients or residents * Apply knowledge and theory in class, skills lab, and clinical practice demonstrating respect and protection of clients’ or residents’ rights, honoring their choices and concerns, and promoting their independence. | | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Analyze the Washington State long-term care “Bill of Rights” (Chapter 70.129 RCW) and discuss the importance of maintaining a healthy, safe, and respectful environment that includes families and friends. Create a fact sheet that addresses the following components: obligation of staff to inform client/resident and their families of rights and services; right to advocacy, access, and visitation; right to quality of life; right to essential support person; right to be free from abuse, mistreatment, and neglect; right to privacy and confidentiality; right to be informed; right to participate in care planning; right to voice complaints; right to financial protections; right to refuse treatment; right to make advance directives; right to access records; right to free from restraints; right to be transferred or discharged. * Describe the purpose of the Omnibus Reconciliation Act (OBRA) and explain key concepts in an informational artifact that can be used when teaching new residents and/or their families. Key concepts can include, but are not limited to:   + Importance of an individualized plan of care for each resident.   + Minimal requirements for nursing training.   + Long Term Care Minimum Data Sets (MDS) guidelines.   + Role of Ombudsmen.   + Purpose and importance of Patient Self-Determination Act. * Create a brochure to share with LTC facilities for clients/residents describing a client/residents’ rights and how to promote a client’s/resident’s quality of life and independence. Topics to include:   + Recognizing the client or resident’s right to participate in decisions about his or her care.   + Allowing the client to make personal choices, providing and reinforcing other behavers consistent with client/resident dignity.   + Recognizing and respecting each client’s or resident’s need for privacy and confidentiality.   + Promoting and respecting each client’s or resident’s right to make personal choices to accommodate individual needs. * Summarize, in writing, the Health Insurance Portability and Accountability Act (HIPAA) and describe the nursing assistant role in maintaining standards of the Health Insurance Portability and Accountability Act (HIPPA), including security of medical records, privacy and confidentialty. Discuss in small groups how the content of the legal documents outlined in advanced directives, living wills, durable power of attorney, and other legal documents governing medical treatment influences residents’ rights in a long-term care facility for all aspects of care. * Demonstrate in a simulation lab participation in the plan of care for the client/resident, including the use of restraints in accordance with current professional standards. * Role-play specific scenarios in small groups to explore, practice, and refine their behavior in response to various situations concerning respect for clients’ rights, independence, and respect for diversity.   + Demonstrate reporting client’s or resident’s concern(s)   + Giving assistance with resolving grievances and disputes   + Promoting clients/residents right to be free from abuse, mistreatment, neglect.   + Compiling with mandatory reporting requirements by Department of Social and Health Services * Perform care skills in a compassionate manner demonstrating respect for the client, the client’s possessions, and creating an environment through the student’s behavior that promotes trust and comfort. Students will arrange care to accommodate for arrival and participation in planned activities and be accountable in noticing and reporting any care that is abusive or neglectful. Evaluation of these skills will be included on the students’ skill competency checklists. * Interview residents of long-term care facilities to determine their understanding of their rights and write a persuasive paper on why maintaining their rights is so important. * **Skills Lab Competency and Evaluation Checklist**    + Pyramid Activity: Linking content to human needs and holistic care   + Story Activity: Linking holistic care to one unique individual for a person-centered care approach     - Alberta Filmore: Analyzing a situation where Alberta’s rights have not been respected and how it affects her human needs; describing professional behavior in interactions. | | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Using National HOSA Biomedical Debate guidelines, students communicate clearly (3.A.1; 3.B.3) as they debate issues that are related to the rights of the client/resident in a healthcare facility. | | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 5: Legal Responsibilities  Describe legal responsibilities, limitations, and implications on healthcare worker actions.  5.1 Legal Responsibilities and Implications  5.1.1 Analyze legal responsibilities and implications of criminal and civil law.  5.2 Legal Practices  5.2.1 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication).  5.2.2 Describe advance directives.  5.2.3 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting.  5.2.4 Differentiate informed and implied consent.  5.2.5 Describe the concept of scope of practice.  5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report).  Foundation Standard 6: Ethics  Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.  6.1 Ethical Practice  6.1.1 Differentiate between ethical and legal issues impacting healthcare.  6.1.2 Identify ethical issues and their implications related to healthcare  • Ethics committee • Euthanasia • Gene editing • Immunizations • In vitro fertilization • Organ donation/transplantation • Scope of practice  6.2 Cultural, Social, and Ethnic Diversity  6.2.1 Discuss religious, social, and cultural values as they impact healthcare  . • Ageism • Ethnicity • Gender • Race • Religion  6.2.2 Demonstrate respectful and empathetic treatment of all patients/clients/families  • Civility • Customer service • Patient satisfaction  Foundation Standard 8: Teamwork  Identify roles and responsibilities of individual members as part of the healthcare team.  8.1 Healthcare Teams  8.1.1 Evaluate roles and responsibilities of healthcare team members  8.1.2 Identify characteristics of effective teams.  • Collaboration • Defined roles • Effective communication • Effective leadership • Measurable processes and outcomes • Mutual respect • Shared goals  8.2 Team Member Participation  8.2.1 Recognize methods for building positive team relationships  8.2.3 Apply effective techniques for managing team conflict  •Communicate assertively • Gather the facts • Mediate disputes • Negotiate resolutions •Set clear expectations  8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care | | | | |
| **Washington Administrative Code 246-841A-400** (2) **Client or resident rights and promotion of independence**  A nursing assistant demonstrates behavior which maintains and respects clients’ or residents’ rights and promotes independence, regardless of race, religion. lifestyle, sexual orientation, gender identity, disease process, or ability to pay.  The nursing assistant   * Recognizes, protects, and promotes the clients’ or residents’ right(s) to:   + Participate in decisions about their care.   + Privacy and confidentiality.   + Make personal choices to accommodate individual needs.   + Be free from abuse, mistreatment, and neglect. * Takes action on behalf of clients or residents to:   + Report their concerns and give assistance with resolving grievances and disputes.   + Provide assistance getting to and participating in activities.   + Respect their property and the employer’s property.   + Intervene appropriately when abuse, mistreatment or neglect is observed.   + Comply with mandatory reporting requirements.   + Participate in plan of care re: use of restraints in accordance with current professional practice. * Does not solicit, accept or borrow money, material or property from clients or residents for their own or another’s use or benefit. | | | | |
| **Aligned Washington State Academic Standards** | | | | |
| **Science** | **Washington Science Standards (Next Generation Science Standards):**  HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs  that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible  social, cultural, and environmental impacts. | | | |
| **Science and Engineering Practice** | | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  | |  |  | |

|  |  |
| --- | --- |
| **Unit 5:** Communication and Interpersonal Skills | **Total Learning Hours for Unit:** 20 |
| Unit Summary:  In this unit, students:   * Demonstrate professional and interpersonal skills to interact with clients or residents and the healthcare team. * Communicate with clients’ or residents loved ones and other members of the public. * Develop basic observational skills and related documentation strategies in written and oral form.   + Discuss how and when to report observations.   + Identify the procedures and rules related to documentation.   + Observe and describe resident’s physical and emotional condition changes. * Demonstrate skills in written and electronic communication – or documentation   + Use correct spelling, grammar, formatting, and confidentiality.   + Use medical terminology within a scope of practice to interpret, transcribe, and communicate relevant information, data, actions, and observations.   + Distinguish between and report subjective and objective information.   + Report relevant information in order of occurrence. * Model verbal and nonverbal therapeutic communication such as speaking, active listening, reflecting, summarizing, silence within the classroom, skills lab, and clinical experience. * Identify characteristics of successful and unsuccessful communication, including communication styles and barriers.   + Adjust his or her own behavior to accommodate client or resident’s physical or mental limitations.   + Explain policies and procedures before and during care of the client or resident.   + Communicate appropriately with residents who have sensory deficits (e.g., hearing, visual, and cognitively impaired; aphasic, and comatose, and physically and verbally aggressive). * Recognize how his or her own behavior influences client or resident’s behavior and uses resources for obtaining assistance in understanding the client or resident’s behavior. * Adapt and adjust communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic, and religious groups. * Adjusts his or her own behavior to accommodate client’s or resident’s physical or mental limitations. * Read, write, speak, and understand English at the level necessary for performing duties of the nursing assistant. * Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships. * Recognize the importance of patient/client education regarding healthcare. * Participate in care planning and nursing reporting process.   + Recognize, respond to, and report a client or resident’s emotional, social, cultural, and mental health needs.   + Respond effectively to resident’s behavior in a non-threatening manner.   + Explain policies and procedures before and during care of the client or resident. | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Develop a formal presentation demonstrating how to gather and assess information that contributes to the determination of the appropriate healthcare plan for individuals within a diverse client population. Students will analyze, clarify documents, and distribute information to the healthcare team, including at least one situation that requires conflict resolution skills.   Students will demonstrate:   * + Giving and receiving reports   + Reporting changes in clients’ status   + Using the chain of command   + Documentation   + Providing objective and subjective information   + Importance of accuracy and timeliness   + Intake, transfers, discharges   + Incident reports * Apply problem-solving and decision-making skills. Groups of students will be presented with a variety of scenarios, to include reporting abnormalities in treatment progress and environmental hazards. They will role-play a simulation of the communication of information among team members, then produce a written summary of gathered information to pass on to other members of the healthcare team. * Given a variety of scenarios, practice both verbal and nonverbal therapeutic communication skills in simulation and skills lab.   + Sending professionally caring messages   + Receiving and understanding clients’ messages as intended   + Approaches to support positive interpersonal relationships with clients, their loved ones and members of the healthcare team, * Given scenarios, with a partner demonstrate the special considerations for communication for the following:   + Hearing impairment   + Vision impairment   + Speech impairment (e.g., aphasias)   + Cognitive impairment   + Developmental disabilities   + Mental health conditions * Develop a patient-centered nursing care plan based on research of a specific disease or abnormality and client input. The student will identify needed resources, evaluate the outcome, and organize priorities needed to carry out the plan. The safe use of any required equipment and the appropriate documentation process will be included in this treatment plan. Class members and industry representatives will evaluate the plan. * In a lab simulation record accurate observations on the appropriate forms and charts and verbally report observations and/or any abnormal findings. Report promptly to appropriate staff before leaving clinical site. * Demonstrate proficiency at explaining the policies and procedures of care. Instructor evaluation of these skills will be included in the student’s competency checklist. * Role plays structured scenarios to practice the ability to interpret a variety of situations involving communication, behavioral adjustments and knowledge of resources to seek help as needed to interpret client behavior and adjust for a variety of client limitations. Demonstrate safety considerations such as:   + Approaches for responding to challenging behaviors   + Avoiding, identifying and responding to escalations   + Getting assistance when needed. * Demonstrate the following skills within the classroom, skills lab and clinical experience.   + Ability to converse with residents   + Give verbal reports   + Ability to document/chart correctly   + Give signs of declining condition   + Proper procedure for answering the telephone and use of a consumer call system, pagers, and two-way radio. * **Skills Lab Competency and Evaluation Checklist** * Pyramid Activity: Linking content to human needs and holistic care * Story Activity: Linking holistic care to one unique individual for a person-centered care approach.   + Joseph Caputo and Carol Montgomery: Getting to know Joseph and Carol; identifying ways to communicate effectively when speech (Joseph) or cognitive (Carol) impairment exists; responding to verbal and non-verbal cues; identify/supporting human needs. | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * In small groups collaborate with others (3.B.1; 3.B.3) during role-play of various scenarios in which they evaluate client (mock) injuries. * Communicate clearly (3.A.1; 3.A.5) during role-play situations in which individuals have simulated communication barriers (language, learning/hearing/visual disabilities, stroke victim, cultural) and will determine and practice communication techniques. * Given a case study, students will individually use and manage information (4.B.1; 4.B.3) to produce illness or injury reports and present to the appropriate medical authority in written and verbal form. * Using National HOSA Care Plan guidelines, students develop a care plan as related to changes identified for each body system of a geriatric patient. * Using National HOSA Medical Reading guidelines, small groups of students will be assigned one of the five books on special topics related to leadership development and the healthcare community to read and present to the class. * Invite guest speakers of different cultures and religions into the classroom so that they can share their beliefs related to healthcare increasing global awareness. (12.A.2) * Students participate appropriately in the intra-team communication systems at the clinical sites demonstrating flexibility (7.B.2; 7.B.3). | |

|  |  |  |
| --- | --- | --- |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 2: Communications  Demonstrate methods of delivering and obtaining information, while communicating effectively.  2.1 Concepts of Effective Communication  2.1.1 Model verbal and nonverbal therapeutic communication.  • Active listening • Reflecting • Silence • Summarizing  2.1.2 Identify common barriers to communication. (Physical disabilities; Psychological barriers; Language barriers)  2.1.3 Distinguish between subjective and objective information.  2.1.4 Interpret elements of communication using sender-message-receiver feedback model.  2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.  2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.  2.2 Medical Terminology  2.2.1 Use common roots, prefixes, and suffixes to communicate information.  2.2.2 Interpret common medical abbreviations to communicate information.  2.3 Written Communication Skills  2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).  2.3.2 Prepare examples of technical and informative writing.  2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.  Foundation Standard 8: Teamwork  Identify roles and responsibilities of individual members as part of the healthcare team.  8.1 Healthcare Teams  8.1.1 Evaluate roles and responsibilities of healthcare team members  8.1.2 Identify characteristics of effective teams.  • Collaboration • Defined roles • Effective communication • Effective leadership • Measurable processes and outcomes • Mutual respect • Shared goals  8.2 Team Member Participation  8.2.1 Recognize methods for building positive team relationships  8.2.3 Apply effective techniques for managing team conflict  •Communicate assertively • Gather the facts • Mediate disputes • Negotiate resolutions •Set clear expectations  8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care. | | |
| **Washington Administrative Code 246-841A-400** (3) **Communication and Interpersonal skills.** A nursing assistant uses communication and interpersonal skills effectively to function as a member of the nursing team. A nursing assistant:   * Reads, writes, speaks, and understands English at the level necessary for performing duties of the nursing assistant. * Listens and responds to verbal and nonverbal communication in an appropriate manner. * Recognizes how one’s own behavior influences a client’s or resident’s behavior and uses resources for obtaining assistance in understanding a client’s or resident’s behavior * Adjusts one’s own behavior to accommodate clients’ or residents’ physical or mental limitations * Uses terminology accepted in the health care setting to appropriately record and report observations, actions and pertinent information accurately and timely. * Is able to explain policies and procedures before and during care of clients or residents | | |
| **Aligned Washington State Academic Standards** | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 6:** Information Technology Applications | | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**:  In this unit, students:   * Use information technology applications required within all healthcare professional specialties. They will demonstrate use as appropriate to healthcare applications. * Describe technology applications in healthcare. * Identify methods of communication to access and distribute data such as fax, e-mail, Internet. * Appropriately record and report observations, actions, and information accurately and in a timely manner. | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Working in small groups, collaborate with healthcare professional to simulate teaching facility protocol and procedures to new staff (e.g., use of technology and social media) or to provide instructions to the general public on a health issue. * Using a practice management system (e.g. SIMchart), effectively use electronic record-keeping systems both for data input and patient care in simulation lab. * Demonstrate the ability to document and chart correctly, including electronic formats. | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students apply technology effectively (6.A.2), access and evaluate information (4.A.1; 4.A.2), and manage information (4.B.1; 4.B.3) to interpret medical reports in a clinical setting. | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 11: Information Technology in Healthcare  Apply information technology practices common across health professions.  11.1 Key Principles, components and practices of Health Information Systems (HIS)  11.1.1 Identify components of an electronic health record (EHR) and/or electronic medical record (EMR).  • Diagnostic tests • History and physical • Medications • Patient demographics • Progress notes • Treatment Plan  11.1.2 Explore different types of health data collection tools.  • Medical wearable devices • Patient monitoring equipment • Phone application  11.1.3 Create electronic documentation that reflects timeliness, completeness, and accuracy.  11.1.4 Examine information systems policies, procedures, and regulations as required by national, state, and local entities | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 7:** Career Development and Employability | | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**:  In this unit, students:   * Understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and maintain and upgrade skills, as needed. * Develop components of a Personal Portfolio which will be one component of the final project for the Nursing Assistant Course. * Develop a personalized career plan, | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Embedded throughout the course, in lab/clinical settings, students will demonstrate, in writing and orally, nursing assistant technical skills and competencies and employability skills such as professionalism, flexibility, problem solving, and critical thinking, as evaluated by the instructor in accordance with industry standards.   + Possible scoring guides:     - Nursing Assistant Clinical Skills Checklist and Competency Evaluation     - Nursing Assistant Skills Lab Checklist and Competency Evaluation     - A scoring guide based on the 21st Century skills/employability skills. * Using a variety of computer templates create personal and professional documents and correspondence. The student will develop components of the Personal Portfolio throughout the Nursing Assistant Course. This will be part of the final presentation at the end of the course. It is to include the following:   + Résumé   + Personal statement   + Personalized pathway plan   + Application for Employment   + Application letter   + Employability skills rubric   + Skills competency checklist and evaluation   + Clinical competency checklist and evaluation   + Clinical experience completion   + Reflection essay   + Log of outside work including community service * Create a personalized career plan based on research into various healthcare careers. Research levels of education, credentialing requirements, and employment trends in health professions. Include information about long term goals for their clinical experience and the skills they need to acquire to meet their career options. The plan will become part of the student’s portfolio. Instructors assess with a rubric. | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Using National HOSA Community Awareness guidelines, manage products (10.A.2) and produce results [10.B.1 (a-g)] when creating and presenting a project to the Board of Directors of the local healthcare facility. The project could include but is not limited to healthcare worker needs, education, salaries, cross training, concerns, and activities necessary to meet the workforce needs in healthcare for ten years. * Students expand their global awareness (12.A.2) by logging 15 hours of community service hours outside the classroom. | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 4: Employability Skills  Use employability skills to enhance employment opportunities and job satisfaction.  4.1 Personal Traits of the Healthcare Professional  4.1.1 Identify personal traits and attitudes desirable in a career ready member of a health team.  4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.  4.2 Employability Skills  4.2.1 Apply employability skills/soft skills in healthcare.  4.3 Career Decision-Making  4.3.1 Research levels of education, credentialing requirements, and employment trends in health professions.  4.3.2 Distinguish differences among careers within a health science pathway.  • Biotechnology research and development • Diagnostic services • Health informatics • Support services • Therapeutic services  4.4 Employability Preparation  4.4.1 Develop components of a personal portfolio.  4.4.2 Identify strategies for pursuing employment.  • Social media • Personal networking • Employer websites • Internships | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 8:** Infection Control | | | | **Total Learning Hours for Unit:** 30 |
| **Unit Summary**:  In this unit, students:   * Understand the existing and potential hazards to themselves or others in the clinical setting or workplace. * Demonstrate standard and transmission-based precautions to prevent the spread of microorganisms. * Prevent injury or illness through safe work practices, the use of adequate personal protection, and by following health and safety policies and procedures. * Earn certificate of completion Bloodborne Pathogens Training by completing Bloodborne Pathogen Training according to WISHA Bloodborne Pathogens Regulations * Skills practice for integration of theory and skills   Competency evaluation is completed in the skills lab by an approved training program instructor prior to application in the clinical. The competency evaluation identifies the program criteria for passing and failing each of the identified skills aligned to the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook.   * + Handwashing   + Donning/doffing personal protective equipment (PPE)   + Demonstrate application of all other Infection control measures related to handling linen, handling equipment, cleaning surfaces, responding to spills/biohazards, food service, and isolation precautions | | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Pass, at 80%, a written and practical test covering personal bloodborne pathogen prevention standards. Students will demonstrate critical thinking skills when applying these standards in all classroom and healthcare settings. This assessment will be linked to OSHA, WISHA, MSDS, and Centers for Disease Control (CDC) standards. * Research and explain in an informational artifact, included but not limited to a brochure, poster, fact sheet, presentation:   + Chain of infection   + Modes of transmission   + Types of infection   + High-risk populations * Use principles of medical asepsis and demonstrate infection control techniques and standard and transmission-based precautions in skills lab and clinical experience. * Identify types of PPE (Personal Protective Equipment) and when to use each. Demonstrate how to properly use them to prevent spread of disease and infection. * List ways that AIDS, HIV, Tuberculosis (TB), and Hepatitis B can spread from one person to another. * Distinguish between fact and fallacy about the transmission and treatment of diseases caused by bloodborne pathogens. * Summarize the Occupational Safety and Health Administration (OSHA) guidelines and the Center for Disease Control prevention guidelines for body substances and standard precautions. Create a fact sheet describing how they are the same and how do they differ. * Participate in and complete the required bloodborne pathogen training to comply with training requirements of the WISHA Bloodborne Pathogen (BBP) regulations (WAC 296-823) The topics covered are conducted in compliance with the [WAC Chapter 296-823-120005](https://app.leg.wa.gov/wac/default.aspx?cite=296-823-12005). * Create a list of recommended immunizations for healthcare workers and the requirements for clinical facilities. Share out in class discussion. * Given scenarios involving different situations and patient needs, identify the type of PPE to use, the purpose of the PPE and demonstrate the procedure for using it. * **Skills Lab Competency and Evaluation Checklist** (including but not limited to)   + Demonstrate the following skills:     - Hand washing (Hand hygiene)     - Donning/doffing personal protective equipment (PPE) (Gown and Gloves)     - Demonstrate application of all other infection prevention measures related to:       * Handling linens       * Handling equipment       * Cleaning surfaces       * Responding to spills, biohazards       * Principles of health and sanitation in Food service       * Isolation precautions (airborne, droplet, contact)     - Principles of medical asepsis, infection control techniques and standards and transmission-based (isolation) precautions | | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students conduct research on a common communicable disease (e.g., common cold, flu, bronchitis, tuberculosis). They will interact effectively with others (9.A.1) as they collaborate (3.B.1; 3.B.3) to research the signs of infection, symptoms, and prevention. * Students develop a presentation with a poster that communicates clearly (3.A.1; 3.A.3) the standard precautions and practices for preventing transmission and spread of infection, The poster can be displayed in the school or local community. | | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 7: Safety Practices  Identifying existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.  7.1 Infection Control  7.1.1 Explain principles of infection transmission.  7.1.2 Differentiate methods of controlling the spread and growth of pathogens. (Asepsis; Standard precautions; Isolation precautions.  Bloodborne pathogen precautions; Vaccinations)  7.2 Personal Safety  7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.  7.2.3 Demonstrate and apply the use of Personal Protective Equipment (PPE) | | | | |
| **Washington Administrative Code 246-841A-400** (**4) Infection Control** A nursing assistant uses standard and transmission-based precautions to prevent the spread of microorganisms.  A nursing assistant:   * Uses principles of medical asepsis and demonstrates infection control techniques and standard and transmission-based precautions, including effective handwashing methods and proper identification and use of different types of personal protective equipment.   + Demonstrates effective handwashing methods   + Identifies different types of personal protective equipment (PPE). And demonstrates how and when to use each. * Explains how disease-causing microorganisms are spread, including transmission of bloodborne pathogens. * Demonstrates knowledge of cleaning agents and methods which destroy microorganisms on surfaces. | | | | |
| **Aligned Washington State Academic Standards** | | | | |
| **Science** | **Washington Science Standards (Next Generation Science Standards):**  HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. | | | |
| **Science and Engineering Practice** | | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  | |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 9:** Safety and Emergency Procedures | | | **Total Learning Hours for Unit:** 30 |
| **Unit Summary**:  In this unit, students:   * Demonstrate the ability to identify and implement safety and emergency procedures. * Recognize and practice safety and security procedures * Earn certification for Basic Life Support for Healthcare providers and Cardio-Pulmonary Resuscitation (CPR) * Skills practice for integration of theory and skills   Competency evaluation is completed in the skills lab by an approved training program instructor prior to application in the clinical. The competency evaluation identifies the program criteria for passing and failing each of the identified skills aligned to the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook.   * + Use of proper body mechanics   + Turning and positioning clients or residents (in bed and chair)   + Transferring clients   + Assisting with ambulation,   + Basic first aid measures (including abdominal thrust [Heimlich maneuver])   + Cardio-Pulmonary Resuscitation (CPR)   + Note: other unit competencies are to be integrated and demonstrated in skills lab and clinical practice activities (i.e., verifying clients’ identification, checking water temperature for safety, removing fall hazards, storing chemicals properly, etc) | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Demonstrate their ability to perform safe practice by adhering to principles of body mechanics and standard precautions within all classroom and healthcare settings. * While transferring a client in a clinical/lab setting, students will demonstrate, according to industry standards: proper body mechanics; application of chest/vest, limb, pelvic, and waist restraints; and application of safety techniques for client/personal use. This will also include the safe use of equipment. The instructor or healthcare professionals will evaluate the students’ practical application of defined tasks. * With a partner, create a checklist, to be shared with the class, for a resident’s/client’s room environment based on the OBRA (Omnibus Budget Reconciliation Act) and Washington State room and environmental requirements of nursing homes (WAC 388-97: Nursing Homes), including residents’ rooms. Preface the checklist with why it is important to create a comfortable, safe, clean residents’/clients’ environment.   Include:   * + Ventilation, temperature control, lighting, noise control.   + Cleanliness and sanitation   + Safe and orderly – call system; clear walking area; safe, consistent placement of client equipment (cane, walker, wheelchair); safety features to prevent falls * Demonstrate skills and ability to provide comfort, environmental safety, accident prevention, and use of protective devices to comply with the standards for those skills as outlined in the certification test skills handbook. Students will demonstrate correct use of body mechanics in the lab and during clinical site rotations. Evaluation of these skills will be included in the student’s competency checklist. * List types of common emergencies (e.g., fire, chemical, biohazard, radiation, and community disasters) and describe the actions and emergency procedures to take when dealing with an emergency. Summarize the key components of an emergency evacuation plan in a healthcare setting. * Participate in a facility safety training and risk assessment identifying, analyzing and evaluating potential risks. Explain risk management protocols and apply the safety procedures in the classroom, skills lab, and clinical setting to prevent injury and provide safety for residents. * Obtain Food Worker card. * Pass the written American Heart Association test with 80% or higher for both Basic Life Support Healthcare Providers and CPR. Students will be given scenarios as they walk into a scene requiring them to utilize their knowledge and skills to begin appropriate first aid and/or CPR and AED supports. These will be set up as stations and students will rotate through each station and perform critical skills to a proficient level without coaching * Given a written scenario for a patient in distress, demonstrate and verbalize the steps a nursing assistant would take. [Check the scene for safety, assess the client/resident (level of consciousness, breathing, circulation, signs of distress as choking), call for help, provide basic first aid including abdominal thrust (Heimlich maneuver)] * Posted throughout the classroom are pictures of safety signs, symbols, and labels. Students identify the sign, symbol or label and explains its meaning. * **Skills Lab Competency and Evaluation Checklist** (including but not limited to)   + Demonstrate the following skills:     - Use of proper body mechanics     - Turning and positioning clients or residents (in bed and chair) (positions on side)     - Transferring clients (Transfers from bed to wheelchair using transfer belt)     - Assisting with ambulation (Assists to ambulate using transfer belt)     - Basic first aid measures, including abdominal thrusts (i.e., Heimlich maneuver)     - CPR     - Other unit competencies are to be integrated and demonstrated in skills lab and clinical practice activities (e.g.., verifying clients’ identification, checking water temperature for safety, removing fall hazards, storing chemicals properly, etc) | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students demonstrate comprehension of district emergency procedure documents. (Health Literacy (12.D.1; 12.D.5) * Students, in leadership positions will be responsible to others (11.B.1) while participating in school emergency procedure drills. * Within student groups, the students work effectively in diverse teams (9.B.1) to practice transferring patients from different levels and surfaces (e.g., ambulatory aids, transfer boards, beds). * Students collaborate with others (3.B.1; 3.B.3) to teach, evaluate, and correct body mechanics of their peers during group practice sessions. * In local nursing homes, students use and manage information (4.B.1) as they demonstrate knowledge of evacuation drills, lock-down drills, and accident procedures. * Students guide and lead (11.A.1; 11.A.2) others to practice activation of emergency plans and conduct a triage and/or disaster drill. | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 7: Safety Practices  Identifying existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.  7.1 Infection Control  7.1.1 Explain principles of infection transmission.  7.1.2 Differentiate methods of controlling the spread and growth of pathogens. (Asepsis; Standard precautions; Isolation precautions; Bloodborne pathogens; Vaccinations)  7.2 Personal Safety  7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.  7.2.2 Demonstrate principles of body mechanics during patient care.  •Ambulating • Lifting • Positioning  7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).  7.3 Environmental Safety  7.3.1 Apply safety techniques in the work environment.  7.4 Common Safety Hazards  7.4.1 Observe all safety standards related to the occupational exposure to hazardous chemicals standard (safety data sheets [SDS]).  7.4.2 Comply with safety signs, symbols, and labels.  7.5 Emergency Procedures and Protocols  7.5.1 Practice fire safety in a healthcare setting.  7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols)**.** | | | |
| **Washington Administrative Code 246-841A-400** (5) Safety and emergency procedures.  A nursing assistant demonstrates the ability to identify and implement safety and emergency procedures, including the Heimlich maneuver.   * Provides an environment with adequate ventilation, warmth, light, and quiet. * Promotes a clean, orderly, and safe environment for the client or resident including equipment**.** * Identifies and uses measures for accident prevention. * Demonstrates principles of good body mechanics for self and clients or residents, using the safest and most efficient methods to lift and move clients, residents, and heavy items. * Demonstrates proper use of protective devices in the care of clients or residents. * Demonstrate knowledge of and follows fire and disaster procedures. * Identifies and demonstrates principles of health and sanitation in food service. * Demonstrates the proper use and storage of cleaning agents and other potentially hazardous materials. * Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and can perform CPR independently, | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 10:** Basic Nursing Skills: BLS/CPR, Vital Signs, Charting, Care Plans | | | **Total Learning Hours for Unit:** 40 |
| **Unit Summary**:  In this unit, students:   * Demonstrate competency with basic nursing skills outlined in [WAC 246-841A-400](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-400&pdf=true). * Demonstrate basic nursing skills that support an optimal level of functioning for clients or residents, recognizing their individual, cultural and religious diversity. * Participates in care planning and the nursing report process. * Skills practice for integration of theory and skills   Competency evaluation is completed in the skills lab by an approved training program instructor prior to application in the clinical. The competency evaluation identifies the program criteria for passing and failing each of the identified skills aligned to the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook.   * + Measuring and recording vital signs (blood pressure, pulse, respirations, temperature, and pain)   + Measuring and recording oxygen saturation levels   + Working safely with oxygen   + Measuring and recording height and weight     - Ambulatory clients or residents     - Non-ambulatory clients or residents   + Measuring and recording intake and output (fluid balance, fluid intake, urinary output, food intake, and bowel movements) | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Demonstrate proper adherence to technical skills through a scenario representing a situation that is within the scope of training for a nursing assistant. Students will use the long-term care facility resources to solve problems and determine the course of treatment. * Engage in the following simulation: A patient has AIDS and has many conditions directly related to AIDS. The student will use the local facility policies and procedures to determine the proper techniques to use in caring for the patient. Using National HOSA Nursing Assistant or National Nurse Aide Assessment program guidelines, transfer the AIDS patient from the bed to a wheelchair, make the bed, transfer the patient back into the bed, and place him or her in a comfortable position. Calculate intake and output using National HOSA Medical Math guidelines. * Outline the specific changes that occur in each body system with geriatric clientele. Using appropriate medical terminology, include common disease/disorders including signs and symptoms for this population and key reportable information. Using a mock geriatric resident, create a care plan with a nursing diagnosis and at least one intervention and rationale for each of the following systems, interventions should be appropriate to a Nursing Assistant to use in a clinical setting:   + Integumentary systems   + Nervous system with eye and ears   + Musculoskeletal systems   + Cardiovascular and respiratory systems   + Digestive and urinary systems   + Endocrine systems. * In small groups, create a chart differentiating between the stages of growth and development over the lifespan and how those stages impact care. Address the physical, cognitive, and psychosocial aspects of growth and development. Present the chart to the class and discuss the unique needs of clients/residents and each stage of life. (e.g., helping a young child who is scared of needles, approaching patient with dementia) * Role-play various scenarios in which they demonstrate their ability to listen, adjust to a variety of client situations, check for understanding, respond appropriately to clients with empathy, and maintain privacy. Students will accurately document relevant information and write a set of instructions to use in a home setting. * Review a care plan based on research of a specific disease or abnormality and client input for the nursing assistant’s role in the care planning and reporting process. The student will identify needed resources, evaluate the outcome, and organize the priorities needed to carry out the plan. The safe use of equipment needed, and the appropriate documentation process will be included in the care plan. The implementation of the plan will be evaluated by class members and industry representatives. * Summarize in writing how a nursing assistant supports human needs at all levels of Maslow’s Hierarchy of Needs (or holistically) and adjusts care to accommodate clients’ or residents’ unique needs (person-centered care) when implementing the care plan. Include:   + Supporting clients’ or residents’ connection to loved ones and social network or community.   + Including loved ones in care according to the clients’ or residents’ wishes and decisions.   + Honoring advance directives and POLST (Portable Orders for Life-Sustaining Treatment) * Demonstrate how to read vaccines and immunization records. * Practice CPR and care of choking conscious and unconscious victims. * Perform mathematical functions to convert body temperature (using Celsius/Fahrenheit method); patient weight and height; and output and food consumption percentages. * Perform accurate return demonstrations of measurement and recording of vital signs, height and weight, and fluid intake and output. * Record, during clinical rotations, accurate observations on the appropriate forms and charts as well as a verbal report of information to appropriate staff following standards for reporting recognizing normal body functions and deviations observed. * During structured observations, role-play various resident/patient scenarios in small groups in the classroom and apply those skills under observation in the clinical setting to demonstrate proficiency in sensitivity to client’s needs to include emotional, social mental health, comfort and environmental safety needs. These competencies will be measured and recorded on students’ individual competency checklist. * Practice, with peers, in large and small groups delivering a variety of information to patients (e.g., grief, minor vs. major injury scenarios, status reports, injury information, treatment options). * Participate in at least one health fair, clinic, or screening to practice and gain proficiency in performing related skills. * For each measure skill demonstrated during the skills lab the student explains:   + Why the measurement is important   + Relationship to body systems and common health conditions   + Normal ranges and individual baselines   + Emergency ranges and response   + Recording and reporting * **Skills Lab Competency and Evaluation Checklist** (including, but not limited to)   + Demonstrate the following skills:     - Measuring and recording vital signs (blood pressure, pulse, respirations, temperature, and pain) * Counts and records radial pulse * Measures and records electronic blood pressure * Measures and records manual blood pressure   + - Measuring and recording oxygen saturation levels (respiration)       * Working safely with oxygen     - Measuring and recording height and weight       * Ambulatory clients or residents       * Non-ambulatory clients or residents     - Measuring and recording intake and output (fluid balance, fluid intake, urinary output, food intake, and bowel movements) | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students demonstrate the ability to communicate clearly (3.A.1; 3.A.3) through their group project presentation on stages of growth and development over the lifespan, and the impact on care of the client/resident. | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 1: Academic Foundation  Understand human anatomy, physiology, common diseases and disorders, and medical math principles.  1.3 Medical Mathematics  1.3.1 Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare.  1.3.2 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.  1.3.3 Demonstrate use of the 24-hour clock/military time.  Foundation Standard 10: Technical Skills  Apply and demonstrate technical skills and knowledge common to health career specialties.  10.1 Technical Skills  10.1.1 Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges including but not limited to:  • Blood pressure • Height and weight •Temperature • Oxygen saturation • Pain • Pulse • Respirations  10.1.2 Obtain training or certification in  • Automated external defibrillator (AED) • Cardiopulmonary resuscitation (CPR) • First aid • Foreign body airway obstruction (FBAO) | | | |
| **Washington Administrative Code 246-841A-400** (**6) Basic Nursing Skills**: A nursing assistant demonstrates basic technical skills which facilitate an optimal level of functioning for clients or residents, recognizing individual, cultural, and religious diversity.  A nursing assistant:   * Demonstrates proficiency in independent performance of cardiopulmonary resuscitation (CPR) * Takes and records vital signs. * Measures and records: height and weight, and fluid and food intake and output. * Recognizes normal body functions, deviation from normal body functions and the importance of reporting deviations in a timely manner to a supervising nurse. * Recognizes, responds to, and reports: clients’ or residents’ emotional, social, cultural, and mental health needs, and problems in the environment to ensure safety and comfort of client. * Participates in care planning and the nursing reporting process. | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 11:** Basic Restorative Skills | | | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**:  In this unit, students:   * Help people maintain their ability to move, function, and do their activities of daily living (such as eating or dressing) as safely and independently as possible. * Incorporate principles and skills in providing restorative services. * Demonstrates basic restorative services by training the client or resident in self-care according to the client’s or resident’s capabilities. * Skills practice for integration of theory and skills   Competency evaluation is completed in the skills lab by an approved training program instructor prior to application in the clinical. The competency evaluation identifies the program criteria for passing and failing each of the identified skills aligned to the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook.   * + Knowledge and skill in using assistive devices in transferring, ambulation, eating, and dressing**.**   + Proper techniques for transferring and ambulating the client or resident   + Proper techniques for positioning and turning/repositioning a client or resident in bed and chair   + Knowledge and skills in maintenance of range of motion of all joints   + Knowledge and skill for the use and care of prosthetic/orthotic devices by client or resident   + Knowledge about methods for meeting the elimination needs of clients or residents - Bowel and bladder training | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Perform accurate return demonstration of range of motion, turning, positioning, transferring, and elimination needs skills using the proper sequence, technique, and professionalism to the standard of the skills as outlined in the National Nurse Aide Assessment program. Students will be observed by the instructor in clinical sites to provide ongoing evaluation or basic restorative care, with a final skills proficiency evaluation at the end of the clinical experience. * Understand principles of and demonstrate the proper techniques for restorative skills included on the skills competency checklist, with an emphasis on safety, client or residents’ rights (e.g., privacy, dignity, choice), and infection control:   + Different techniques for positioning residents/clients n bed (e.g., side lying, prone, Sim’s, high and low Fowler’s, Trendelenburg, lithotomy, and orthopneic)   + Different techniques for turning residents/clients (e.g., logroll, draw sheet, and move up in bed)   + Use of assistive devices and techniques to aid in ambulating residents/clients (e.g., crutches, cane, walker, wheelchair, scooters, dangling, and gait belt)   + Use of assistive devices and techniques to aid in transferring residents/clients [e.g., gait belt, mechanical lifts (may occur in clinical or later, depending on availability), slide board, lift sheet, and stretcher]   + Use of assistive devices and techniques for eating (e.g., specialized utensils, plates, cups, accessories, technology)   + Use of assistive devices and techniques for dressing (clothing modifications, accessories, and other helpful tools)   + Assisting residents/clients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques.   + Care and use of prosthetic/orthotic devices.   + Procedure for active and passive range of motion exercises * In small groups create a fact sheet explaining the importance of activity and maintaining mobility and list measures in preventing the complications of immobility. Present the fact sheet to the health science advisory board. Demonstrate and engage the advisory board in measures to get them moving. * Tour a local hospital occupational therapy department to see a full range of assistive devices used in clinical and home settings, and practice use with a partner. * Tour a local prosthetic device lab to explore the use of technology and ask questions about care of devices. * Create an informational artifact (brochure, pamphlet, fact sheet) for nursing assistants on the use and care of prosthetic or orthotic devices:   + Hearing aids   + Artificial eye   + Glasses   + Dentures   + Prosthetics   + Orthotic devices * Demonstrate safety procedures when positioning, transferring, transporting, lifting residents/clients. * Rotate through the physical and occupational therapy departments during their clinical experience * **Skills Lab Competency and Evaluation Checklist**   + Demonstrate the following skills:     - Proper use of assistive devices in transfers, ambulation, eating, and dressing**,** transferring     - Assisting with ambulation     - Positioning and turning/repositioning in bed and chair     - Passive range of motion of all joints     - Care and use of prosthetic/orthotic devices     - Bowel and bladder training | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students will demonstrate the ability to communicate clearly (3.A.1; 3.A.3) through their group project presentation to the Health Science Advisory Board on the importance of activity and maintaining mobility. | | | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-400:** (7) **Basic restorative services.** The nursing assistant incorporates principles and skills in providing restorative care.  Demonstrates knowledge and skills in or proper techniques for assisting clients or residents with:   * Using assistive devices in ambulation, transferring, eating, and dressing. * The maintenance of range of motion. * Turning, positioning, and repositioning clients or residents in a bed and chair. * Transferring and ambulating clients or residents * Methods for meeting the elimination needs of clients or residents. * The use and care of prosthetic devices by clients or residents. * Basic restorative services training clients or residents in self-care according to their capabilities. | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 12:** Personal Care Skills | | | **Total Learning Hours for Unit:** 26 |
| **Unit Summary**:  In this unit, students:   * Demonstrate how to administer basic personal care skills to a patient. * Understand the responsibility to notice and report any care that could be deemed abusive or neglectful to the patient. * Skills practice for integration of theory and skills   Competency evaluation is completed in the skills lab by an approved training program instructor prior to application in the clinical. The competency evaluation identifies the program criteria for passing and failing each of the identified skills aligned to the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook.   * + Assist client or resident with bathing, oral care, and skin care   + Assists client or resident with grooming and dressing.   + Provides toileting assistance to client or resident   + Assists client or resident with eating and hydration.   + Uses proper oral feeding techniques. | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Perform a simulated bath and assess the patient’s skin for any changes, problems, lesions, etc. Discuss reporting requirements. Have the student write the steps of the nursing process. * Demonstrate principles for providing personal care during skills lab:   + Safety   + Infection control   + Client or resident rights (including ethical and legal considerations) * Create a fact sheet for nursing assistants describing the client or resident’s rights when providing personal care.   + Explaining policies and procedures before and during care of the client   + Recognizing clients’ or residents’ rights to participate in decisions about their care   + Recognizing and respecting clients’ or residents’ need for privacy and confidentiality.   + Promoting and respecting client’s or residents’ right to make personal choices to accommodate their needs   + Training clients or residents in self-care according to their abilities. * Perform care skills in a compassionate manner with respect for the client and for the client’s possessions. * Demonstrate personal care skills including bathing, oral care, skin care, grooming, and dressing; elimination or toileting assistance; eating and hydration assistance; and proper feeding techniques as outlined in the Washington Nursing Assistant Candidate Handbook and Mosby’s Textbook for Nursing Assistants. Teachers will rate on a 1-5 scale:   + 1 – does not meet standards   + 2 – occasionally meets standards   + 3 – frequently meets standards   + 4 – usually meets standards   + 5 – consistently meets standards * Perform a return demonstration of personal care skills using the proper sequence, techniques, and professionalism to the standard of the skills as outlined in the National Nurse Aide Assessment Program. Students will practice personal care skills under observation of the instructor in the skills lab and at various sites. They will pass a skills proficiency evaluation at the end of the clinical experience. This evaluation will be included in the students’ skills competency checklist. * Role-play various scenarios in which they demonstrate their ability to listen, adjust to client situations, check for understanding, respond to clients with empathy, and maintain privacy. Students should practice skills within their scope of practice, only after completing units of study in communication, confidentiality, and legal documentation. * Accurately document relevant information and write a set of instructions to use in a home setting. Students are assessed with a rubric by instructor. * Role-play specific scenarios in small groups to explore, practice, and refine their behavior in response to client behavior, accommodations for the aging process, client independence and personal choice, and use of family for client emotional support. These skills will then be observed and evaluated in the clinical sites and recorded on the competency checklist. * **Skills Lab Competency and Evaluation Checklist**   + Demonstrate the following skills     - Assisting with bathing (assisting with/giving a bed bath, giving a back rub, assisting with showering)     - Providing perineal care     - Providing catheter care     - Providing foot care     - Assisting with shampooing/hair care     - Assisting with shaving     - Assisting with dressing       * Applying elastic stockings       * Dressing client with affected (weak) right arm     - Assisting with/providing mouth care     - Providing denture care     - Assisting with eating and drinking     - Assisting with elimination needs (bowel and bladder training: assisting with commode use, a bedpan, and urinal; emptying and managing urinary catheter drainage bags; and assisting to the bathroom) | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students collaborate (3.B.1; 3.B.3) and effectively interact with others (9,A.1; 9.A.2) through practicing personal care skills on practice manikins and each other in the skills lab area of the classroom. * Students will be responsible to others (11.B.1) and conduct themselves in a respectable, professional manner [10.B.1 (a-h)]at the clinical site. (Health Literacy) (12.D.1) | | | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-400** (8) **Personal care skills.** A nursing assistant demonstrates basic personal care skills.  Assists clients or residents with:   * Bathing, oral care, and skin care. * Grooming and dressing. * Toileting * Eating and hydration, including use of proper oral feeding techniques. | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |
| --- | --- |
| **Unit 13:** Life Transitions | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**:  Nurse Assistant role:   * Supporting clients or residents during life’s transitions such as a new health issue; recovery from a health issue; long-term diagnosis; end-of-life; entering a nursing home or hospital; being discharged to assisted living or return to home * Apply a holistic, person-centered approach reflecting sensitivity to each client’s or resident’s responses to life transitions. * Recognizing one’s own response to transitions * Developing strategies to manage stress and emotions during times of change, grief, and loss * Skill practice for integration of theory and skills   + Post-mortem care | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Given a scenario students demonstrate in a simulation lab, basic procedures for admitting, transferring, and/or discharging clients/residents while maintaining professional boundaries. * Given a case study describing an individual at a specific life stage (e.g., an older adult transitioning to an assisted living) experiencing a significant stressor, the student will apply their knowledge of lifespan (psychosocial) development and human stress responses to the scenario. Students will develop a visual, oral, and/or written presentation   + Identify the life stage   + Describe the developmental milestone and challenges associated with that life stage   + Analyze the human stressor   + Identify coping mechanism   + Apply relevant theories (e.g., Erikson’s stages of psychosocial development) to understand how the stressor affects the individual’s development)   + Evaluate the potential impact of the human stressor on the individual’s psychological and physical health.   + Describe factors that vary responses to stress, grief, and loss. * Develop an informational artifact (brochure, poster, fact sheet, narrative, or presentation) describing the stages of grieving and death and dying process. (Elisabeth Kubler-Ross) * Develop an informational text to share with other nursing assistants which explains the role of hospice and palliative care in end-of-life care * With a partner, develop an oral presentation describing the care of clients/residents who are grieving, dying, or deceased to include:   + Supporting client or resident   + Common physical changes that occur   + Common physical care needs   + Care of the environment   + Using verbal and non-verbal communication and interpersonal skills to support human needs (including providing emotional support)   + Respecting individual preferences (visitors and family practices, spiritual and cultural practices, etc.) * Given a scenario role play assisting with care for the dying client/resident and support for the family considering physical needs, spiritual, and cultural beliefs. * Given a patient scenario describe the rights of the dying resident and the role of the nursing assistant in end-of-life care. * Working in teams determine purpose and procedure for postmortem care (e.g, positioning, respect, dress, and organ donation). Perform postmortem care on a mannequin. * Examine one’s own feelings about end-of-life and write a reflection paper on your attitude toward caring for residents who are near death. Share in small group discussion discussing how feelings and attitudes about death differ. * Create a multi-media project differentiating the characteristics and rights of clients/residents outlined in the legal documents governing medical treatment and the nursing assistant’s role.   + Advance directives (living will, durable power of attorney)   + POLST form (Portable Orders for Life-Sustaining Treatment)   + Do Not Resuscitate (DNR)   + Nursing assistant role * Using a series of scenarios regarding end-of-life, students will in small groups discuss potential stressors for nursing assistants, including   + Anxiety about death   + Concern about contact with a dead body   + Grief at death of the person   + Awareness of stressful interactions around death and end-of-life decisions   + Identifying coping strategies and support resources * Create a brochure for nursing assistants with strategies and support services for self-care * **Skills Lab Competency and Evaluation Checklist**   + Post-mortem care | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * During clinical practice, students have the opportunity to interact effectively with others (9.A.1; 9A.2) and assist residents with end-of-life care. * Students participate in a field trip to a hospice and write a reflection on their experiences. (Health Literacy) (12.D.1; 12.D.5) | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 9: Health Maintenance Practices  Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.  9.1 Healthcare Across the Lifespan  9.1.4. Discuss physical, mental, social, and behavioral development and its impact on healthcare. | |

|  |  |  |
| --- | --- | --- |
| **Washington Administrative Code 246-841A-400:**  **(9)** A nursing assistant demonstrates the ability to support the care needs of clients or residents during life transitions with competency described in the following areas:   * Uses basic procedures for admitting, transferring, and discharging clients or residents and maintains professional boundaries. * Applies knowledge of psychosocial and mental health considerations during life transitions: stages of psychosocial development across the lifespan, human responses to stress, stressors, grief, and loss. * Demonstrates ability to support holistic needs at the end of life. * Demonstrates knowledge of legal documents affecting care and the nursing assistant role in using the documents: advance directives (living will, durable power of attorney), portable orders for life sustain treatment (POLST) and Do Not Resuscitate (DNR). * Demonstrates the ability to provide post-mortem care with respect for clients’ or residents’ rights and sensitivity to the grieving process of their loved ones. * Demonstrate awareness of the need for self-care and support in response to grief and loss. | | |
| **Aligned Washington State Academic Standards** | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 14:** Specialty Training: Developmental Disabilities | | | **Total Learning Hours for Unit:** 16 |
| **Unit Summary**:   * Learn the definition of developmental disabilities, specific characteristics of these conditions, the principle of normalization, self-advocacy, and first person-language. * Complete the developmental disabilities specialty curriculum provided by the department of developmental disabilities administration of the department of social and health services * What topics must developmental disabilities specialty training include? [WAC 388-112A-0420](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0420)   Developmental disabilities specialty training must include all the competencies and learning objectives described in [WAC 388-112A-0430](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0430).   * + Overview of developmental disabilities.   + Values of service delivery.   + Effective communication.   + Introduction to interactive planning.   + Understanding behavior.   + Crisis prevention and intervention; and   + Overview of legal issues and resident rights. | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Receive certificate of completion of training * Pass DSHS Competency Test * A long-term care worker/nursing assistant must exhibit the following behaviors and skills when working with residents/clients:   + Draw upon basic understanding of developmental disabilities and demonstrate awareness of the unique needs of residents with developmental disabilities.   + Promote and support a resident’s/client’s self-determination   + Provide culturally compassionate and individualized care by utilizing a basic understanding of a resident/client or resident’s/client’s history, experience, and cultural beliefs   + Using person-centered and interactive planning when working with residents/clients with developmental disabilities.   + Use a problem-solving approach and positive support principles when dealing with challenging behaviors.   + Support a resident/client experiencing a crisis and get assistance when needed   + Promote and protect the legal and resident rights of residents with developmental disabilities. | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students conduct self in professional manner to produce results [10.B.1 (a-h)] in various settings (classroom, skills lab, clinical training) and during different tasks, while being observed by others. Demonstrate the ability to provide safe and appropriate person-centered care and the understanding of the unique needs of this population; adapt to individual needs and preferences; promote independence and foster support in an inclusive environment; ensure the individual’s dignity and well-being; and ability to handle challenges and implement the applicable intervention. Students will receive feedback on the demonstration of the required competencies. * In small groups discuss the negative effects of using labels such as “retarded” or “handicapped” to represent people and working creatively with others (1.B.1; 1.B.2; 1.B.3) identify positive alternatives. | | | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-400:**  (10) **Care of clients or residents with developmental disabilities.** A nursing assistant demonstrates basic care of clients or residents with developmental disabilities. In accordance with developmental disability specialty training (WAC 388-112A-0430)  A nursing assistant:   * Demonstrates a basic understanding of developmental disabilities and awareness of the unique needs of residents with developmental disabilities. * Promotes and supports a resident’s self-determination. * Provides culturally compassionate and individualized care by utilizing a basic understanding of each client or resident and their history, experience, and cultural beliefs. * Uses person-centered and interactive planning, uses a problem-solving approach and positive support principles when dealing with challenging behaviors. * Supports clients or residents experiencing a crisis and gets assistance when needed. * Promotes and protects the legal and resident rights of clients or residents with developmental disabilities.   **Washington Administrative Code** [**388-112A-0430:**](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0430)  What are the competencies and learning objectives for the long-term care worker developmental disability specialty training?  The following developmental disabilities specialty competencies describe the behavior and skills a long-term care worker must exhibit when working with residents and include learning objectives for each competency…… | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 15:** Specialty Training: Mental Health Training | | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**:  In this unit, students:   * Demonstrate the ability to identify psychosocial needs of all clients or residents based upon awareness of the developmental and age-specific processes. * Complete the mental health specialty curriculum approved by the department of social and health services. * What must mental health specialty training include?[WAC 388-112A-0450](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0450)   + Introduction to mental disorders.   + Compassionate and trauma-informed caregiving for mental health.   + Supports for wellness.   + Getting help and self-care.   + Respectful communication. Communication dynamics.   + Boundaries.   + Creative approaches to challenging behaviors.   + Crisis management.   + Suicide prevention. and communicate about suicide. | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Receive certificate of completion of training * Pass DSHS Competency Test * The caregiver/nursing assistant will:   + Review definitions, common signs, and symptoms and identify types of mental illness.   + Recognize that culture, generation, religion, and past trauma experiences can affect current thinking, behaviors, and actions, and will identify strategies to provide informed care and support resilience.   + Identify possible medication side effects, ways to respond to side effects, and recognize individualized nondrug therapies to alleviate symptoms of mental illness.   + Recognize the importance of caregiver wellness and identify strategies to prevent secondary trauma and burnout.   + Demonstrate an ability to recognize communication styles and ways to communicate effectively.   + Demonstrate an understanding of creating healthy professional boundaries.   + Demonstrate the sequence of steps to approach challenging behaviors.   + Identify potential stressors to prevent crisis and demonstrate steps for de-escalation.   + Identify suicide facts, recognize warning signs, and communicate about suicide. * Role-play specific scenarios in small groups to explore, practice, and refine their behavior in response to client behavior, accommodation for the aging process, client independence and personal choice, and use of family for client emotional support. The instructor will observe and evaluate these skills in the clinical sites and record notes on the competency checklist. | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Given a case study/scenario students will be assessed on their knowledge and understanding of mental health. They will make judgments and decisions (2.C.1) in making recommendations: identify the key issues, analyze the information; brainstorm solutions; make decisions and recommendations for the identified issue. * Role plays a given scenario with a patient demonstrating challenging behavior as a symptom of their mental health condition. The instructor assesses the student’s ability to conduct self in a professional manner producing results [10.B.1 (a-h)] when they respond to the challenging situation and manage the crisis. Students will be observed for their interactions, focus on communication skills, de-escalation technique, and ability to provide safe and effective care. | | | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-400:** (11) **Mental health and social service needs.** A nursing assistant demonstrates the ability to identify psychosocial needs of all clients or residents based upon awareness of the developmental and age specific processes. With regards to clients or residents:   * Addresses individual behavioral needs. * Knows the developmental tasks associated with the developmental and age specific processes. * Allows them to make personal choices but supports/reinforces behaviors consistent with their dignity. * Is sensitive, supportive, and responds to their emotional needs and their sources of emotional support. * Applies the knowledge, skills, and behaviors from mental health specialty training in the care they provide. (WAC388-112A-0450)   **Washington Administrative Code** [**388-112A-0450**](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0450)**:**  What must mental health specialty training include?  Curricula approved as mental health specialty training must include all the knowledge, skills, topics, competencies and learning objectives described in this section. | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |

|  |  |
| --- | --- |
| **Unit 16:** Specialty Training: Dementia Training | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**:  In this unit, students:   * Demonstrate basic care of cognitively impaired clients or residents. * Complete the dementia specialty curriculum approved by the department of social and health services. * What must mental health specialty training include? [WAC 388-112A-0440](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0440)   + Understanding dementia   + Living with dementia   + Activities of daily living (ADL)   + Fostering communication with understanding.   + Challenging behaviors. | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Classroom/theory evaluations of unit knowledge and skills** **as identified in the Program** [**Evaluation Methods**](https://nursing.wa.gov/education/nursing-assistant-education/na-program-info/find-additional-program-resources) * Receive certificate of completion of training * Pass DSHS Competency Test * The caregiver/nursing assistant will:   + Review common signs, symptoms, and types of dementia and identify the difference between dementia and conditions that might look like dementia.   + Identify common hallucinations and delusions a person with dementia may exhibit and identify physical, emotional, and environmental causes of hallucinations and delusions.   + Distinguish between positive and negative interactions and ways to enhance quality of life for the individual.   + Recognize common emotions family members experience with a loved one who has dementia, identify some difficulties family members may experience or express about their loved one’s care, and provide resources for families.   + Identify safe and unsafe expressions of sexuality and steps to take in the best interest of the individual.   + Identify possible medication side effects, ways to respond to side effects, and recognize nondrug therapies to alleviate some symptoms of dementia.   + Identify ways to assist with activities of daily living such as bathing, dressing, eating, oral care, and toileting while focusing on the individual’s strengths.   + Demonstrate an ability to recognize communication styles and ways to communicate effectively.   + Recognize that past trauma can affect current thinking, behaviors, and actions, and will identify strategies to provide trauma informed care.   + Demonstrate the sequence of steps to approach challenging behaviors.   + Demonstrate an understanding of navigating challenging situations. * Research and lead a discussion on possible communication adjustments that will be necessary when working with cognitively impaired clients. | |

|  |  |  |
| --- | --- | --- |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students communicate clearly (3.A.1; 3.A,2; 3.A.3; 3.A.5) as they interview family members of residents/patients with cognitive impairments and share findings with the class using National HOSA Prepared Speaking Guidelines. | | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-400:** (12) Care of clients or residents with cognitive impairment. A nursing assistant demonstrates basic care of clients or residents with cognitive impairment. (including Alzheimer’s, dementia, delirium, developmental disabilities, mental illnesses, and other conditions).  A nursing assistant:   * Uses techniques for addressing the unique needs and behaviors of individuals with cognitive impairment * Communicates with clients or residents with cognitive impairment in a manner appropriate to their needs. * Demonstrates sensitivity to the behavior of clients or residents with cognitive impairment. * Appropriately responds to the behavior of clients or residents with cognitive impairment.   **Washington Administrative Code** [**388-112A-0440**](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0440)  What must dementia specialty training include?  Curricula developed and approved as dementia specialty training must include all the knowledge, skills, topics competencies, and learning objectives described in this section. | | |
| **Aligned Washington State Academic Standards** | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
|  |  |  |

|  |  |
| --- | --- |
| **Unit 17:** Mock Skills Testing | **Total Learning Hours for Unit: 16** |
| **Unit Summary**:   * Mock Skills Testing – Hours are completed before clinical and before state exam   + Simulates the clinical skills portion of the certification exam, helping students prepare for the pressure and procedure   + Allows students, under direct supervision, to practice and receive immediate feedback on their performance on their technique, safety, and communication   + Identifies areas where they may need more practice or refinement   + Builds confidence in their ability to perform the required skills. | |
| **Performance Assessment**   * Model appropriate communication in the skills lab. * Use skills checklist to ensure students are assessed on all required skills * Use simulation mannequins or patient actors to provide a more realistic experience * **Skills Lab Competency and Evaluation Checklist**   + Skills lab Checklist and Competency evaluations uses a checklist that shows the skills evaluated, dates of evaluation, printed name and signature of evaluating instructor.     - Completed in skills lab by approved training program instructor prior to application in the in facility clinical.     - Demonstrate skill performing each step that must be correctly demonstrated to meet the passing standard for that skill     - Uses the skills steps listed in the National Nurse Adise Assessment Program (NNAAP)     - Skills lab hours include time for mock skills testing prior to clinical and again prior to testing. | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * During skills lab the student will produce results [10.b.1 (a-h)] demonstrating their proficiency on the Skills Competency and Evaluation Checklist. The instructor documents and evaluates student’s competency based on the criteria for passing and failing.   Students make judgments and decisions (2.C.1; 2.C.4; 2.C.5).as they demonstrate their proficiency on the steps for each identified skill aligned to the National Nurse Aide Assessment Program. | |
| **Industry Standards and/or Competencies**:  **Washington Administrative Code 246-841A-450**  Physical and electronic resources required for approved nursing assistant training programs.  (4) The program must provide the equipment and supplies necessary to teach skills lab and allow students to practice and gain competency as nursing assistants in accordance with WAC 246-841A-400   * A list of required equipment and supplies for all nursing assistant training programs is provided by the commission. * The program will maintain the safety and proper working condition of equipment and supplies. * The program will ensure the equipment and supplies used by the program reflect current practice and are sufficient in quantity for effective teaching and learning for students. | |

|  |  |  |
| --- | --- | --- |
| **Aligned Washington State Academic Standards** | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 18:** In Facility Clinical Practice | | | **Total Learning Hours for Unit:** 65 |
| **Unit Summary**:  Must include training oriented to the healthcare facility and facility policies and procedures prior to clinical site.  Must include at a minimum forty hours of clinical training in the facility setting.  In this unit, students:   * Participate in a Clinical Practice:   + Successfully demonstrate the core competencies of a nursing assistant gained in class and skills lab.   + Instructor-led in a care facility. Instructor-led clinical means the program must provide a commission-approved instructor who conducts and supervises a coordinated clinical training experience in a nursing home or other care facility where students have an opportunity to safely demonstrate competency in the role of nursing assistant caring for a variety of individuals with diverse care needs.   + Evaluated by instructor to measure each student’s level of competency.   + Require     - Background check,     - Proof of immunity for several diseases, including       * Measles, mumps, rubella (MMR)       * Chickenpox, (Varicella)       * Tetanus, diphtheria, and pertussis (Tdap)       * Proof of seasonal influenza vaccination     - Some facilities may require proof of hepatitis B vaccination     - Negative TB test | | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * **Completion of a supervised clinical experience.** * During the clinical experience students are observed by the clinical instructor demonstrating:   + 21st century/employability skills   + Appropriate and professional behavior concerning privacy, confidentiality, and client personal choices and concerns   + Proper workplace appearance   + Motivation and initiative   + Awareness of workplace culture and policy   + Attendance including professional time-management and attendance behaviors as punctuality, reliability, planning and flexibility.   + Professional communication (language)   + Interacting appropriately with co-workers   + Following workplace policy on use of cellphone and other forms of social media.   + Attending mandatory orientation training in the areas of safety, including fire and disaster, infection control, use of restraints, and workplace violence.   + Clinical skills competencies satisfactorily to an approved instructor prior to performing in facility. * **Clinical Checklist (Nursing Assistant Scope and Standards of Practice competency checklist** * Students participate in a clinical training experience immediately after demonstrating competency and completion of classroom/theory and skills lab where they will successfully and safely demonstrate the core competencies of a nursing assistant through integration of professional knowledge, skills, and behaviors. The clinical practice is Instructor-led in a care facility. * Instructor documents performance in relation to each student’s competency as a nursing assistant using the Clinical Checklist, Nursing Assistant Scope and Standards of Practice competency checklist. The checklist evaluates the student’s achievement of the course standards and competencies as identified in WAC 246-841A-400 based on the passing and failing criteria or standards for passing the course. * **Final Project:** Students complete a final project about their Clinical experience. The project has three parts: a Reflection Essay, a PowerPoint presentation, and a Personal Portfolio. The project is assessed by the teacher, students, and community partners using a rubric.   + **Reflection Essay on Clinical Experience**   The reflection should cover the following key elements:   * + - Description of the experience: Briefly describe the clinical setting and the types of patients you cared for. Include specific instances or scenarios that stood out during your experience.     - Personal growth and learning: Reflect on how the clinical experience has changed you, both personally and professionally. (e.g., increased confidence, improved skills, deeper understanding of the nursing professions)     - Challenges Faced: Discuss any difficulties you encountered during the clinical experience, such as dealing with challenging patients, navigating a new environment, or managing difficult situations.     - Application of Theory/Knowledge: Describe how you applied your theory/knowledge from class to real-life patient care situations.     - Teamwork and Communication: Discuss the importance of teamwork and effective communication in a clinical setting, and how you participated in these aspects of patient care.     - Decision-Making and Confidence: Reflect on how the clinical experience has helped you develop your decision-making skills and built confidence in your ability to provide safe and effective care.     - Future Development: Identify areas where you would like to improve your skills and knowledge, and how you plan to do so.     - Overall Reflection: Summarize your overall thoughts and feelings about the clinical experience, and how it has prepared you for your future career as a nursing assistant,   + **PowerPoint** **Presentation showcasing your Clinical Experience and its impact on your growth.**   The presentation should highlight your key responsibilities, gained skills, and significant experiences. It should demonstrate your understanding of patient care, your growth as a healthcare professional, and how your experiences have prepared you for future roles.   * + **Personal portfolio**      - Résumé     - Personal Statement     - Personalized pathway plan     - Application for employment     - Application letter     - Employability skills rubric     - Skills competency checklist and evaluation     - Clinical competency checklist and evaluation     - Clinical experience completion     - Reflection essay     - Log of outside work including community service | | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students communicate effectively (3.A.1; 3.A.2; 3.A.3) with residents, patients, and clients; healthcare team members; and family or visitors of residents, patients, and clients, using appropriate customer skills. * Using National HOSA Nursing Assistant guidelines and/or National Nurse Aide Assistant Program guidelines, students will be given a scenario and demonstrate knowledge and skills in nursing assisting. * Students collaborate with others (3.B.1; 3.B.2; 3.B.3) and participate appropriately in the intra-team communication systems at the clinical sites. * Students apply technology effectively (6.A.1; 6.A.2; 6.A.3) while collecting and documenting information according to clinical facility policy and be evaluated according to facility policy. * Students, following their evaluation, produce an action plan to solve the problems (2.D.1; 2.D.2) identified. They will correct any deficiencies and/or generate ideas on items to improve on prior to the next evaluation period. * During clinical rotations, students produce results [10.B.1 (a-h)] by demonstrating appropriate and professional behavior concerning privacy, confidentiality, and client personal choices and concerns as observed by instructor. * Students demonstrate leadership, employability, teamwork, interpersonal skills, and academic knowledge throughout the clinical experience. Students are assessed on a rubric. [10.B.1 (a-h)] * To complete the project, students must be self-directed learners (8.A.1; 8.A.3), manage projects (10.A.2) and produce results [10.B.1 (a-h)], access and evaluate (4.A.1) and use and manage information (4.B.4.B.3), analyze media (5.A.2; 5.A.3), create media products (5.B.2), and think creatively. (1.A.3) | | | |
| **Industry Standards and/or Competencies**:  **National Health Science Standards:**  Foundation Standard 4: Employability Skills  Use employability skills to enhance employment opportunities and job satisfaction.  4.2 Employability Skills  4.2.1 Apply employability skills in healthcare.  Foundation Standard 5: Legal Responsibilities  Describe legal responsibilities, limitations, and implications on healthcare worker actions.  5.2 Legal Practices  5.2.1 Apply standards for the safety, privacy and confidentiality of health information  • HIPAA • Privileged communication  5.2.5 Describe the concept of scope of practice. | | | |
| **Aligned Washington State Academic Standards** | | | |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** | |
|  |  |  | |