



NURS-584: NURSING SKILLS LAB - CERTIFIED NURSING ASSISTANT (FORMERLY NURS-084A)

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

NURS - Nursing

Course Number

584

Course Title

Nursing Skills Lab - Certified Nursing Assistant (formerly NURS-084A)

Short Title

Nursing Skills Lab - CNA

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lab Units

0.50

Total Units

0.50

Hours

Lab Contact Hours

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

24 - 27

Total Out of Class Hours

0 - 0

Total Student Learning Hours

24 - 27

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

**Catalog Description**

This course provides the opportunity for students enrolled in skill-based certified nursing program to practice and master skills necessary for safe patient care. Materials used include practice medical supplies, equipment models, manikins, multimedia, computer-based instruction and clinical supervision. Offered as pass/no pass only. (formerly NURS 084A)

Attach Supporting Documents

References.docx

Requisites**Corequisite(s)****Corequisite(s) (must be taken simultaneously)**

NURS-585.

Codes**TOP Code (CB 03)**

1230.30* - *Certified Nurse Assistant

CIP Code

51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

P/NP only

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives**

Learning Objective
1. Develop clinical skills as indicated in the course content and clinical expectations for direct patient care.
2. Evaluate theory acquired in NURS 585 lectures to simulate practice sessions.
3. Organize required equipment needed to perform designated skills as indicated in the course content including demonstration of the nursing process, gathering of the appropriate supplies, applying the proper procedure and completing the finishing up steps. The equipment used is dependent on the skills demonstrated.
4. Analyze and synthesis of nursing skills through distributed practice for completing a procedure given at least one scenario.
5. Appraise knowledge through communication of patient findings to include the situation, background and findings to other members of the health care team.

6. Measure professional behaviors such as preparedness, accountability, timeliness, confidentiality, and safety while performing functional nursing skills.

7. Integrate competent care when performing nursing skills for diverse patient groups.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Practice the nursing process to provide safe and competent nursing aide care for persons and families.

Analyze basic physical, psychological, social, spiritual, and cultural needs of patients and families.

Safely implement therapeutic nursing techniques, incorporating scientific principles.

Develop critical thinking skills, evaluates individual responses, and collects relevant information and collaborate with others to address problems.

Program Learning Outcomes

Learning Outcome

Students will demonstrate a satisfactory evaluation from the skills lab instructor of the skills performed according to the National Nurse Aide Program Assessment (NNAAP) and the Certified Nursing Aide (CNA) modules.

Students will accrue 26 hours of classroom time in the skills lab setting.

Students will receive a "pass" for the co-requisite NURS-585 course.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lab Content

1. Role and responsibilities as a health team member.
 - a. California Code of Regulations, Division 5, Title 22
 - i. roles and responsibilities of the CNA
- ii. requirements for CNA certification, professionalism, ethics, and confidentiality
 - iii. Nursing policies and procedures established in facilities providing guidance and standardization of nursing practice
 - iv. Legal aspects relevant to long-term care
 - v. Principles of Ethics and patient's right to confidentiality
- vi. Philosophy of long-term care
 1. geriatrics and chronic illness population
 - vii. Patient care plans

- b. Self care
 - i. Awareness of self
 - ii. Effect of self on others
- c. Collaboration with health team members
- d. Principles of observation and assessment of patients
- e. Effective communication technique
- f. Reporting and documentation
- g. Role of the nurse assistant in activity program needs of patients
- 2. Principles of safety and infection control
 - a. Demonstration of good body mechanics
 - b. Patient positioning, transferring and alignment, including utilization of footboard, bed cradle, overhead frame, Hoyer lift, wheel-stretcher, and special mattresses
 - c. Patient safety: side rails, restraints, wheelchairs, and ambulation devices
 - d. Infection control
 - i. Hand-washing
 - ii. Linen handling
 - iii. Transmission and prevention of infection
 - iv. Cleaning of equipment
- 3. Patient care skills and use of equipment
 - a. Cultural communication competency
 - b. Person hygiene and comfort measures
 - i. Bathing: shower, tub bath, bed bath, shampoo
 - ii. Dressing and undressing
 - iii. Oral hygiene, including denture care
 - iv. Care of assisted devices
 - v. Bed making: occupied and unoccupied
 - vi. Care of the incontinent patient
 - vii. Skin care
 - aa. Routine skin care
 - bb. Prevention of decubitus ulcers
 - cc. Perineal care
 - viii. Care of the patient with a urinary catheter
 - c. Treatments and procedures
 - i. Vital signs: temperature (oral, axillary, rectal), pulse, respiration
 - ii. Weight
 - iii. Intake-outputs: measuring, estimating, recording
 - iv. Use of bedpan, urinal, commode
 - v. Specimen collection: urine, stool, sputum
 - vi. Application of clean, dry dressings and bandages
 - vii. Introduction to bowel and bladder management
 - d. Rehabilitation to optimal level of health
 - i. Ambulation
 - ii. Range of motion
 - iii. Re-motivation
 - iv. Activities of daily living
 - e. Physical needs of patients, including basic anatomy and physiology
 - f. Nutrition
 - i. Four basic food groups
 - ii. Diets: regular, modified, and special
 - iii. Diverse population customs and practices

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- iv. Techniques of patient feeding and prevention of choking
4. Emotional, social, and spiritual needs of patients:
- a. Psychosocial needs
 - b. Understanding behavior and principles of intervention
 - c. Role changes
 - d. Socialization needs
 - e. Patient's rights
 - f. Maintaining and regaining optimum level of health
 - g. Spiritual needs of patient and family
 - h. Dealing with dying patients and death

Methods of Instruction

Method

Activity

Integration

Cooperative learning and peer psychomotor skill checkoffs designed to demonstrate professional behaviors including communication of patient findings to members of the health care team, maintaining patient confidentiality, understanding facility's nursing policy and procedure and maintaining nursing standard of care.

Method

Individualized Instruction

Integration

Psychomotor clinical skills and scenarios are demonstrated.

Method

Observation and Demonstration

Integration

Demonstration and return demonstration of clinical skills and critical thinking as indicated in the course outline and providing simulations found in patient care settings.

Method

Online Activity/Discussion

Integration

Independent CD-ROM practice simulation of psychomotor skills and scenarios demonstrated integrating competent and optimal patient care skills.

Method

Role Playing/Simulation

Integration

Role Playing to validate acceptable use of communication skills and strategies in the clinical setting, reporting of abnormal responses and findings to the appropriate health care team member, discuss techniques that promote effective communication with respect to patient's confidentiality, and effective communication with respect to cultural diversity to improve patient care outcome.



Methods of Evaluation

Method

Simulation

Integration

The student actively participates in required number of hours of skills lab time as defined by the course content. In a skills laboratory, students are provided with the knowledge and principles related to nursing skills and lectures from NURS 585. Based on these, students practice their skills in an environment which imitates a clinical setting utilizing the nursing process to provide safe and competent nursing aide care for the patient. Nursing process is defined as:

1. Gathering data
2. Identify problems
3. Participate in planning interventions
4. Participate in developing care plan
5. Participate in evaluation of patient outcome

Method

Class Performance

Integration

Peer evaluation using clinical evaluation tool to determine safety while demonstrating proper technique of each skills as indicated in the course content. The evaluation tool are a set of skills checklists as indicated by the National Nurse Aide Assessment Program (NNAAP) Candidate Handbook and use as a rubric format to facilitate and document competency evaluation. Demonstrations include use of supplies and equipment as indicated in the course content.

Method

Self-Evaluation

Integration

Students are provided with pre-printed templates to track their goals, record accomplishments, and list skills and competencies.

Method

Simulation

Integration

The implementation of simulation enables students to practice their clinical and decision-making skills for some significant issues they may face working with patients in the facility pertaining to patient's rights, ethics, patient confidentiality, standards of care, and cultural competency. The students will demonstrate satisfactory performance of clinical skills incorporating safety, technical competence as outlined in the clinical evaluation tool and effective communication and reporting.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Assignment Role Play Counting Heart Rate- Apical Pulse



You will provide a demonstration of taking a resident's pulse as delegated by the charge nurse. This is a three-person group assignment. One of your student partners will be the patient and the other partner will be the charge nurse utilizing a check list to ensure the steps are completed in sequence and correctly.

The purpose of this assignment is to measure a person's heart rate. If the heart rate is outside the normal range, it can indicate an illness or injury. You will need to review the procedure in your textbook. The supply needed is a watch with a second hand, stethoscope, alcohol wipes.

1. Complete your starting-up steps.
2. Get close to the resident, preferably in a seated position and to try to move as little as possible.
3. The patient should be supine or seated.
4. Ask the patient to get into a comfortable position and to try to move as little as possible.
5. Provide privacy.
6. Locate the apical pulse. This is found under the left breast area.
7. Place the cleaned and warm stethoscope over the apical pulse.
8. Count the pulse of one minute. Each "lub-dub" is one beat. If the heart rate is regular, you may count to 30 seconds and then multiply by two for your beats per minute.
9. Complete your finishing-up steps.

The student charge nurse using clinical evaluation tool will provide feedback to determine if you performed the skills correctly and in proper steps. As part of the clinical debriefing, you will discuss among your group the special considerations when performing this task to a diverse patient population; someone who is blind, who speaks a different language, and from a different religion.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Group participation in-class mock survey of the National Nurse Aide Assessment state exam

You will be given five random nursing assistant skills : hand washing, transfer with a gait belt, log-rolling in bed, assisted patient from bed to the wheelchair, and provide range of motion to right arm to complete. You will set up your workstation with the supply and equipment necessary to complete the task. You will follow the steps to the skills as indicated by your textbook. You will have 25 minutes to complete all five of the skills. A student partner will play the role of an elderly patient who is very weak and cannot care for him or herself. For each of the skills performed, you will integrate patient rights (inform consent and rights to privacy) and demonstrate effective communication.

At the end of the mock survey, your evaluator (performed by a student cohort or instructor) will provide feedback on the skills performed.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

This is a reading and writing assignment. Please read the case study about Mr. Smith and the care of a patient with the cast. The purpose of this reading and writing assignment is to help you understand the guidelines for caring for a person with a cast and how to support a patient that is experiencing depression.

A cast is used to hip maintain fixture for a 78-year-old male Spanish patient who have experienced two fractures. Mr. Ramirez tripped over his dog in his home and sustained a fracture to his right ulnar bone (elbow to the wrist) and right tibia bone (shin bone). Mr.

Ramirez's treatment plan included placing both extremities in a cast. Then, he was sent to the skilled care facility to recover and receive physical therapy. In the facility, you received report from the charge nurse that Mr. Ramirez is feeling depressed. He is lonely without his family and has difficulty communicating because he is mainly Spanish speaking.

As the nursing assistant caring for Mr. Ramirez in the skilled care facility, you understand that there are guidelines caring for a person with a cast. Utilizing your textbook and in your own words, write a bullet point of seven interventions or consideration to the care provided for someone with a cast. Two of the interventions or considerations will address how you will support Mr. Ramirez psychosocially. You will need to provide the rational and purpose to the seven interventions or considerations.

Course Materials

Textbooks

Carter, P., J. (2019). Textbook for Nursing Assistants, A Humanistic Approach to Caregiving 5th edition Lippincott. ISBN: 9781975108502

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

As a vital part of the health care team, today's nursing assistants must be able to provide competent and holistic nursing care. To promote optimal patient care outcome, nursing assistant students are taught to recognize and understand that each patient is unique and that his/her/they culture diversity needs to be included in the plan of care. The students are given assignments involving cultural diversity to address various vulnerable groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To promote an equitable course, the instructions and course contents are provided through the assigned textbooks, reading of articles and watching closed caption videos in class. The course instructions are provided in small groups and skills are evaluated individually by the instructor. This course provides opportunities through-out the semester for students to receive feedback and meetings with the instructor to practice the patient care skills outside the group settings. This course recognizes the students diverse background by respecting the students' desire name and gender, respect religious head dress covering and clothing.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students are expected to conduct themselves ethically, honestly, and with integrity in the classroom. This requires the demonstration of mutual respect and civility so that each student is presented with the freedom to expressed ideas. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently and collaboratively in achieving learning objectives and goals. This course will provide opportunities for students to ask questions, expressed ideas, collaborate on shared exercises, and provide opportunities for peer reviews as the students practices the nursing skills.

Explain how the course will incorporate instructor-to-student interaction.

The instructors in the nursing assistance course realize that the nature of the work required in this course is demanding. Instructors will provide instructions and varies learning tools required to help students achieve a positive outcome. Instructors will promote respectful and supportive communication with the students in all platforms. In addition, instructors will incorporate instructor-to student interaction by responding to emails timely, promoting office time, communicate respectful feedback to submitted work, and actively listening to concerns presented by a student.



Explain how the course will incorporate student-to-content interaction.

The course will be constructed with opportunities for students to work in pairs and small groups utilizing the nursing process and respectful communication. This course content will foster opportunities to express ideas and discussions among student to student as well as student and instructor.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will promote student-self-interaction through the use of course syllabus which identifies the learning objectives, goals, and expected outcomes. Students are encouraged to self-reflect and draw from their life experiences to add to the class discussions. Students are taught to organize thoughts in their writing assignments. Exams are reviewed in class with opportunities for students to ask questions.

Key: 2401