



NURS-585: CERTIFIED NURSING ASSISTANT

Effective Term

Fall 2026

BOT Approval Date

01/15/2026

Discipline

NURS - Nursing

Course Number

585

Course Title

Certified Nursing Assistant

Short Title

Certified Nursing Assistant

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

4.00

Lab Units

2.00

Total Units

6.00

Hours

Lecture Contact Hours

64-72

Out of Class Hours Lecture

128-144

Lab Contact Hours

96-108

Out of Class Hours Lab

0.00

Total Contact Hours

160 - 180

Total Out of Class Hours

128 - 144

Total Student Learning Hours

288 - 324

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 instruction in the fundamental principles and skills of nursing care through both classroom theory and supervised clinical practice at a skilled care facility. It is designed to meet the Department of Public Health curriculum requirements and to prepare students for the state competency examination and certification as a certified nursing assistant.

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

NURS-584.

Other Enrollment Criteria**Other Enrollment Criteria**

Enrollment in this course is contingent upon completion of the Department of Public Health requirements, which include TB test, health screening, Live Scan fingerprint clearance, drug screening, and current CPR certification for Healthcare Provider (Basic Life Support).

Codes**TOP Code (CB 03)**

1230.30* - *Certified Nurse Assistant

CIP Code

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

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications**Minimum Qualifications**

Nursing Science/Clinical Practice

And/Or

End

Learning Objectives**Learning Objectives****Learning Objective**

1. Examine roles and responsibilities of the CNA, Title 22, requirements for Nurse Assistant Certification, professionalism, ethics, confidentiality and Patient's Rights as detailed in Title 22, California Health and Safety Code and Code of Federal Regulations.
2. Develop the concepts and skills required for the CNA to communicate effectively and interact appropriately with residents, patients, families and other members of the health care team.
3. Evaluate safety and emergency procedures and apply corrective measures at the CNA level of intervention.
4. Practice use of proper body mechanics, safe transfer and ambulation techniques.
5. Demonstrate the ability to accurately measure, convert and document patient data, including weight, height, fluid intake and output and vital signs using the standard healthcare units and military time.
6. Develop and demonstrate patient care skills and procedures, including assistance with activities of daily living to the State of California competency level.

7. Analyze purpose of and factors affecting vital signs including signs and symptoms of distress, normal ranges and methods of measurement, and exhibit proper technique of obtaining vital signs and appropriate intervention and emergency codes.
8. Examine basic nutrition, diet therapies, potential complications, and dietary needs of the long term care patient, including those with disabilities.
9. Demonstrate accurate documentation, charting and use of medical terminology and acceptable abbreviations.
10. Describe stages of grief, needs of the dying patient and family, and tasks and skills of postmortem care.
11. Examine principles of asepsis including standard precautions, transmission-based precautions, biohazardous waste management and blood borne pathogens.
12. Select and demonstrate proper use of rehabilitative equipment and devices, range of motion and ambulation techniques.
13. Provide care that is respectful of and responsive to the diverse cultural social and personal values of patients, ensuring equity, inclusion, and dignity in all interactions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate fundamental nursing assistant skills, including safe patient handling and basic personal care.
2. Students will apply infection control principles, including medical asepsis and standard precautions, to prevent disease transmission.
3. Students will communicate effectively and compassionately with patients, families, and healthcare team members using appropriate medical terminology.
4. Students will measure, record, and report vital signs, intake/output, and other basic observations, recognizing deviations that require reporting.
5. Students will exhibit professional and ethical conduct, including respect for patient rights, cultural sensitivity, confidentiality, and adherence to scope of practice.

Content

Course Lecture Content

I. Regulatory Framework

- Omnibus Budget Reconciliation Act (OBRA)
- Federal and State Title 22 Regulations
- Curriculum requirements integrated throughout

II. Introduction

- Role and responsibilities of Certified Nurse Assistant
- Title 22 Requirements for Nurse Assistant Certification

III. Professionalism and Ethics

- Professionalism in healthcare
- Ethics and confidentiality
- Patient rights
- Title 22 Health and Safety Code
- Code of Federal Regulations

IV. Communication and Interpersonal Skills

- Principles of communication
- Defense mechanisms
- Sociocultural factors
- Attitudes toward illness and healthcare
- Family interaction

V. Prevention and Management of Catastrophe and Unusual Occurrences

- Emergency procedures
- General safety rules

- Fire and disaster plans
- CNA roles and procedures

VI. Patient Safety and Body Mechanics

- Principles of patient safety
- Basic body mechanics
- Transfer techniques
- Ambulation
- Proper positioning techniques

VII. Medical and Surgical Asepsis

- Microorganisms and infection control
- Universal precautions
- Principles of asepsis

VIII. Weights and Measures

- Metric system: weight, length, and liquid volume
- Military time (24-hour clock)
- Patient measurement procedures

IX. Patient Care Skills

- Bathing, including medicinal baths
- Dressing and grooming
- Oral hygiene
- Hair care, shampoo, medicinal shampoo
- Nail care and shaving
- Prosthetic devices
- Skin care and prevention of decubitus ulcers
- Elimination needs
 - Bowel and bladder training
 - Weighing and measuring patient

X. Patient Care Procedures

- Collection of specimens (stool, urine, sputum)
- Care of patient with tubing (gastric, oxygen, urinary, IV — excluding insertion, suctioning, or tube changes)
- Intake and output measurement
- Bed making
- Cleansing enemas, laxative suppositories
- Admission, transfer, discharge procedures
- Bandages and non-sterile dressings
- Application of non-legend topical ointments to intact skin

XI. Vital Signs

- Purpose and importance of vital signs
- Factors affecting vital signs
- Normal ranges
- Methods of measurement
 - Temperature
 - Pulse
 - Respiration
 - Blood pressure
- Identifying abnormalities
- Recording vital signs

XII. Nutrition

- Principles of proper nutrition
- Feeding techniques
- Diet therapy

XIII. Emergency Procedures

- Signs and symptoms of patient distress
- Immediate and temporary interventions
- Use of emergency codes

XIV. Long-Term Care Patient Needs

- Care of persons with:
 - Developmental disabilities (e.g., intellectual disabilities, cerebral palsy, epilepsy)
 - Alzheimer's disease and dementia
 - Mental illness
- Introduction to anatomy and physiology
- Physical and behavioral needs/changes
- Community resources available
- Psychological, social, and recreational needs
- Common diseases/disorders (including signs and symptoms)

XV. Rehabilitative Nursing

- Promoting patient potential
- Use of devices and equipment
- Activities of Daily Living (ADLs)
- Family interactions
- Complications of inactivity
- Ambulation and mobility
- Range of motion (ROM) exercises

XVI. Observation and Charting

- Observation and reporting responsibilities
- Patient care plan participation
- Documentation of care
- Legal issues in charting
- Medical terminology and abbreviations

XVII. Death and Dying

- Stages of grief
- Emotional and spiritual needs of patient and family
- Rights of the dying patient
- Signs of approaching death
- Monitoring and support of patient
- Postmortem care

Course Lab Content

I. Professional Role and Responsibilities (Integrated Throughout Clinical)

- Demonstrate punctuality, professionalism, and accountability during clinical assignments.
- Perform delegated care tasks within the CNA scope of practice, under RN/LVN supervision.
- Uphold ethics, confidentiality, and patient rights in all clinical interactions.

II. Communication and Interpersonal Skills (10 Hours)

- Communicate respectfully with patients, families, and healthcare team members.
- Adapt communication to meet cultural, social, and linguistic needs of patients.
- Use active listening and appropriate responses to patient questions and behaviors.
- Document patient care using medical terminology, approved abbreviations, and military time.

III. Patient Safety and Body Mechanics (10 Hours)

- Demonstrate proper body mechanics in transferring, lifting, turning, and ambulating patients.
- Utilize gait belts, wheelchairs, walkers, and canes for safe patient movement.
- Position patients correctly to maintain comfort and prevent complications such as pressure injuries.
- Apply fall prevention strategies and monitor environmental safety in patient rooms.

IV. Prevention and Management of Catastrophe and Unusual Occurrences (6 Hours)

- Participate in facility safety drills (fire, earthquake, disaster).

- Identify emergency codes and follow facility response protocols.
- Protect patients during emergencies by removing them from danger and calling for assistance.
- Provide immediate supportive interventions until the nurse or emergency personnel arrive.

V. Infection Control and Asepsis (10 Hours)

- Perform correct hand hygiene before and after all patient care.
- Use personal protective equipment (PPE) based on standard and transmission-based precautions.
- Apply principles of medical and surgical asepsis during bathing, catheter care, and dressing changes.
- Handle and dispose of contaminated materials and sharps safely.

VI. Weights and Measures (8 Hours)

- Accurately measure and record:
 - Weight (lbs/kg)
 - Height (in/cm)
 - Fluid intake and output (mL/oz)
- Vital signs: temperature (°F/°C), pulse, respirations, blood pressure (mmHg)
- Document using correct units of measure and 24-hour clock (military time).
- Observe and report abnormalities in vital signs or measurements promptly to supervising nurse.

VII. Nutrition and Feeding (8 Hours)

- Assist patients with meal setup and safe feeding techniques.
- Recognize and follow prescribed diet orders (diabetic, low-sodium, pureed, etc.).
- Monitor and document food and fluid intake; encourage independence when possible.
- Identify and report swallowing difficulties, refusal of meals, or poor appetite.

VIII. Patient Care Skills (20 Hours)

- Provide personal hygiene and grooming: bathing, oral care (including unconscious patient), hair care, nail care, shaving.
- Assist with dressing and undressing; apply and care for prosthetic devices.
- Maintain skin integrity: reposition patients every two hours, inspect skin for redness or breakdown, report concerns.
- Support elimination needs: toileting assistance, bowel and bladder training, use of bedpans/urinals, incontinent care.
- Weigh and measure patients as part of daily care routines.

IX. Patient Care Procedures (12 Hours)

- Collect urine, stool, and sputum specimens according to facility protocol.
- Provide safe care for patients with tubing (gastric, oxygen, urinary catheters, IV lines) — observe and report, but do not insert or remove.
- Perform accurate intake and output documentation.
- Make occupied and unoccupied beds following infection control practices.
- Assist with admission, transfer, and discharge of patients.
- Apply non-sterile dressings and topical ointments to intact skin as delegated.

X. Vital Signs (10 Hours)

- Measure and record temperature, pulse, respirations, and blood pressure using approved techniques and equipment.
- Recognize normal ranges and identify abnormal results.
- Report changes in patient condition immediately to supervising nurse.
- Accurately document findings in patient record using military time.

XI. Rehabilitative Nursing and Mobility (8 Hours)

- Encourage ambulation and assist patients with walking safely.
- Perform range of motion (ROM) exercises to maintain mobility and prevent contractures.
- Promote independence in activities of daily living (ADLs).
- Observe for complications of immobility, including pressure injuries, pneumonia, and muscle wasting.

XII. Observation and Charting (6 Hours)

- Observe and recognize changes in skin condition, appetite, elimination, mood, and mobility.
- Accurately document patient care, intake/output, and observations using appropriate medical terminology.
- Understand legal implications of charting; record only objective facts.
- Participate in patient care conferences and report observations to supervising nurse.

XIII. Care of Patients in Long-Term Care Settings (8 Hours)

- Provide care for residents with dementia, Alzheimer's disease, developmental disabilities, and mental illness.
- Adapt approaches to meet the psychological, social, and recreational needs of residents.
- Recognize common diseases and disorders and their impact on patient function and care needs.
- Collaborate with family members and healthcare team to provide person-centered care.

XIV. End-of-Life Care (4 Hours)

- Provide comfort and dignity to patients nearing end of life.
- Respect emotional, cultural, and spiritual needs of patients and families.
- Recognize signs of approaching death and report promptly.
- Assist with postmortem care following facility protocol.

Methods of Instruction

Method

Activity

Integration

Students will use multimedia resources such as video clips, case scenarios, and audio glossaries to reinforce textbook content, build vocabulary, and apply terminology in context. These tools support learning objectives tied to medical terminology, vital signs, and patient care procedures. Students gain knowledge by engaging with realistic patient care scenarios, and their understanding is evaluated through vocabulary quizzes, documentation accuracy, and instructor observation. Multimedia provides multiple access points for different learning styles, supporting equity for diverse learners including English language learners.

Method

Discussion

Integration

Through structured participation in clinical pre- and post-conferences, students learn to plan care, anticipate patient needs, and reflect critically on their performance. This method directly connects to objectives in communication, observation, charting, and professionalism. Students are evaluated based on their ability to use accurate terminology, contribute thoughtful observations, and connect theory to practice. This approach promotes an equitable learning environment by allowing all students to share diverse perspectives and practice collaborative problem-solving.

Method

Field Experience

Integration

Students complete 100 hours of supervised clinical practice in long-term care facilities, directly applying concepts from the classroom to patient care. This method covers essential objectives including body mechanics, nutrition, infection control, patient safety, and end-of-life care. Students learn by performing hands-on skills such as bathing, feeding, ambulating, and documenting care under instructor supervision. Competency is assessed through direct observation, skills checklists, and evaluation forms. Clinical placements ensure exposure to diverse patient populations, fostering equitable and culturally competent care practices.

Method

Lab Activities

Integration

Laboratory practice of nursing skills and procedures with instructor assessment to develop skills.

Method

Lecture

Integration

Lecture presentation and classroom discussion to present nursing theory, responsibilities and roles.

Method

Observation and Demonstration

Integration

In the skills lab, students practice CNA procedures—such as measuring vital signs, transferring patients, and providing hygiene—in a safe, simulated environment before entering clinical. This supports objectives in infection control, patient care skills, and body mechanics. Students learn through repetition, guided correction, and peer feedback. Competence is assessed using structured state exam-aligned checklists. The lab provides equitable opportunity for all students to achieve mastery, offering a safe space for those who require additional practice without risk to patients.

Method

Directed Study

Integration

Lecture presentations provide foundational knowledge of nursing theory, CNA roles and responsibilities, and regulatory requirements, while classroom discussions allow students to process and clarify content. This method supports objectives tied to professionalism, ethics, communication, and patient rights. Students learn by actively engaging with material, asking questions, and connecting theory to practical examples. Evaluation occurs through quizzes, exams, and participation. Instructors use visual aids and interactive discussion to meet diverse learning needs, ensuring equitable access to course material.

Method

Role Playing/Simulation

Integration

Role-playing and group scenarios immerse students in clinical situations—such as responding to emergencies, managing difficult behaviors, or communicating with families—requiring them to problem-solve in real time. This method ties to objectives in communication, emergency procedures, cultural sensitivity, and critical thinking. Students learn by taking on different roles (CNA, patient, family), experiencing perspectives, and practicing appropriate responses. Evaluation is based on participation, terminology use, and effectiveness of solutions. This approach promotes equity by simulating diverse patient situations and encouraging collaborative learning among peers.

Methods of Evaluation**Method**

Class Performance

Integration

Students are evaluated at both midterm and final by the clinical instructor using a structured evaluation tool based on course objectives. Each objective is marked satisfactory or unsatisfactory. To pass the clinical component, all objectives must be rated satisfactory by the final evaluation. Evaluation is based on accuracy of skill performance, safe patient care, adherence to infection control, professional behavior, communication skills, and respectful treatment of diverse patients and families. This evaluation emphasizes equity and inclusion by requiring students to demonstrate culturally sensitive, patient-centered care.

Method

Exams/Tests



Integration

Quizzes and exams will be administered in multiple-choice format modeled after the National Nurse Aide Assessment Program guidelines. Student performance is evaluated by accuracy of answers. Scores are based on the number of correct responses, measuring mastery of terminology, procedures, and theoretical content covered in lecture and lab.

Method

Homework

Integration

Students must complete assigned chapter review questions from the textbook. Evaluation is based on the accuracy and completeness of responses. Points are awarded for correct and thorough answers that demonstrate understanding of course content and terminology.

Method

Projects

Integration

Students will select a resident or patient and develop a care plan using the nursing process. Evaluation is based on the accuracy of the nursing diagnosis, appropriateness of objectives, clarity of interventions, and completeness of the evaluation section. Points are awarded for logical organization, correct terminology, and the ability to apply classroom knowledge to clinical care. Students are also expected to demonstrate cultural awareness and equitable care planning, ensuring the care plan reflects patient individuality and diverse needs.

Method

Other

Integration

Students will prepare a professional resume and cover letter suitable for submission to a healthcare employer. Evaluation is based on accuracy (spelling, grammar, and formatting), completeness (all required sections: education, work experience, skills), clarity of presentation, and overall professionalism. Points are awarded for a polished, functional document that reflects employability skills.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Reading Assignment Chapter 1 Introduction to the Healthcare System:
Nursing Assistance Approach to Caregiving Sixth Edition, Pamela J. Carter

Learning Objectives:

Define the purpose and functions of the healthcare system.

Explain the role of the nursing assistant and the importance of a humanistic approach to caregiving.

Demonstrates preparation for classroom participation through reading and discussion.

Instructions for student:

Read chapter 1: Introduction to the Healthcare System in your textbook

Take notes on the following key areas as you read: the purpose of the healthcare system, the different types of healthcare system, the role of the nursing assistant within the healthcare team, and the meaning of a humanistic approach to caregiver. Prepare one discussion question about the reading to bring to class. Be prepared to share your notes through reading and discussion.

Steps for preparation and completion:

Complete the reading before the next class. Write at least 3 to 5 bullet points per topic in your notes. Create one thoughtful question from the reading. Bring your notes and your questions to class.

Method of instructions:

Instructor debrief of reading highlights.

Group discussion facilitated by student prepared questions.

Clarification of key terms and objectives by instructor.

Methods of Evaluation:

Completion of reading notes

Preparedness for discussion

Class Participation.

Evaluated as satisfactory/unsatisfactory based on completion and class participation.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Writing Assignment – In-Class Submission

Instructions for Students

Assignment Type: Writing Assignment

Length: 150–250 words

Learning Objectives:

Reflect on the role of the nursing assistant in the healthcare team.

Explain the importance of humanistic approach in patient care.

Develop a critical thinking writing skills.

Topic: Reflect on what you learned from Chapter 1 – Introduction to the Healthcare System. In your response, address the following:

The beliefs and values you have adopted overtime will influence your perception of a healthcare facilities culture. If you were taught that all people should be treated a particular way (to respect one's elders) you may find that you are uncomfortable working in a facility that does not follow this practice. If you come from a family that values education, but the facility you work for does not provide opportunities for additional education or tuition reimbursement, you may feel dissatisfied by this limitation. Cultural conflicts should never be underestimated and must be dealt with both personally and through direct communication with the facility, staff, such as your charge nurse.

What personal beliefs and values do you have that might affect your ability to work in a particular healthcare facility?

What questions do you feel are important to ask during the interview to see if an organization is a good fit for you?

Have you ever worked in a job or have been in a group where your personal views conflict with the organization or group culture? If so, what happened? And what did you do about it?

Instructions for Students

1. Your response should be 150–250 words.
2. Answer the questions in the assignment and address the key concepts in writing.
3. Use your own words (do not copy directly from the textbook).
4. Write in complete sentences and organize into paragraphs.
5. Proofread before submission for spelling and grammar.
6. Submit directly in the Canvas text box OR upload a Word document.

Preparations and Completion:

Review your notes from Chapter 1.

Draft your response covering all the required points.

Proof read for clarity and grammar.

Submit assignment before the end of class.

How to Submit:

Write your response directly in the Canvas text box provided for this assignment OR

Upload a Word document (.docx) with your response.

Methods of Instruction:

Independent writing activity in class.

Instructor feedback after submission of assignment.

Evaluation Criteria (5 Points Total)

- Content & Accuracy – Addresses two patient rights clearly and accurately; explains importance.
- Application to Role – Provides one realistic example of how a Nursing Assistant protects or supports patient rights.
- Organization & Clarity – Writing is well-structured, logical, and easy to follow.
- Length & Mechanics – 150–250 words; spelling, grammar, and punctuation are correct.
- Completion & Submission – Submitted correctly on Canvas by the deadline.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Nutritional Assignment – Therapeutic Diet Presentation

Type: Class Presentation Project (Completed Outside of Class)

Points: 30 total

Submission: Upload PowerPoint to Canvas

Learning Objectives:

Explain the purpose of a therapeutic diet.

Identify the patient populations for specific therapeutic diet.

Design a 3 day menu with nutritional analysis and budgeting.

Present findings using PowerPoint and APA citations.

Instructions for Students:

1. Select a specific therapeutic diet

Examples: Cardiac diet, Diabetic diet, Renal diet, Low-sodium diet, Gluten-free diet, Low-fat diet, etc.

2. Explain the diet. What is it, and what are the goals?**3. Identify the patient population who typically follows this diet.****4. Describe possible barriers patients may face in following this diet.****5. Include special considerations (teaching strategies, cultural needs, modifications).****Menu Planning**

Create a 3-day sample menu that follows your chosen therapeutic diet.

Include breakfast, lunch, dinner, and snacks for each day.

Provide a daily nutritional count (calories, carbs, protein, fat, sodium, or other relevant nutrients).

Budgeting

Estimate the cost of food for each day.

Provide the total budget for the 3 days.

Citations

Use APA format for sources (websites, textbooks, guidelines).

Add a reference slide at the end of your PowerPoint.

PowerPoint Presentation

*8–10 slides, well-organized, clear, and professional.

*Use visuals (food photos, charts, graphs).

*Submit both the PowerPoint file on Canvas.

Method of Instruction:

Independent student research and preparation outside of class.

Instructor guidance during project development.

Class presentations/

Grading (30 Points Total)

Your grade will be based on the following areas:

*Accuracy and Completeness of Content – Clear explanation of diet, population, barriers, and considerations.

*Menu and Nutritional Analysis – Quality and appropriateness of the 3-day menu, nutritional breakdown, and budgeting.

*Presentation Quality – Slide organization, readability, visuals, and professional appearance.

*Use of APA Citations – Proper referencing of sources and inclusion of a reference slide.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Writing Assignment – Patient's Rights

Type: In-Class Writing Assignment

Length: 150–250 words

Points: 5 total

Submission: Directly into the Canvas text box or upload as a Word document

Learning Objectives:

Identify and explain patient rights in healthcare.
Reflect on the nursing assistant's role in supporting patient rights.
Apply patient rights to real world caregiving situations.
Practice clear, structured written communication.

Assignment:

Patients in healthcare facilities are guaranteed specific rights to ensure they receive safe, respectful, and ethical care. For this assignment, reflect on the importance of Patient's Rights in your role as a Nursing Assistant.

In your response, address the following:

1. Identify two patient rights that are most important to you as a future caregiver.
2. Explain why these rights matter to the patient's dignity and safety.
3. Describe one example of how you, as a Nursing Assistant, can support or protect these rights in daily care.

Instructions for Students:

1. Your response should be 150–250 words.
 2. Use your own words (do not copy directly from the textbook).
 3. Write in complete sentences and organize into paragraphs.
 4. Proofread before submission for spelling and grammar.
 5. Submit directly in the Canvas text box OR upload a Word document.
- Evaluation Criteria (5 Points Total)

Preparation and completion:

Review patient rights information in class.
Select two rights to focus on and explain their importance.
Write and proofread your 150-250 word reflection.
Submit the assignment before the end of class.

Method of instruction:

Independent in-class writing activity.
Instructor feedback and discussion.

Method of evaluation:

- Content & Accuracy – Addresses two patient rights clearly and accurately; explains importance.
- Application to Role – Provides one realistic example of how a Nursing Assistant protects or supports patient rights.
- Organization & Clarity – Writing is well-structured, logical, and easy to follow.
- Length & Mechanics – 150–250 words; spelling, grammar, and punctuation are correct.
- Completion & Submission – Submitted correctly on Canvas by the deadline.

Due Date:

This is an in-class assignment and must be submitted before the end of class.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Résumé Writing Assignment

Learning Objectives:

- Demonstrate professional communication skills in writing.
- Apply job readiness skills by creating a résumé suitable for entry-level healthcare positions.
- Recognize the importance of presenting qualifications, skills, and experiences clearly and accurately.



- Practice career preparation by aligning a résumé to the Nursing Assistant role.

Instructions for Students:

1. Create a professional résumé suitable for applying to a Nursing Assistant or entry-level healthcare position.
2. Your résumé must include: - Contact information (name, phone, email). - Education and training (list CNA program, certifications, CPR, etc.). - Work experience (paid, volunteer, or clinical experience; include dates and responsibilities). - Skills (clinical skills, patient care, communication, teamwork, etc.). - Optional: References (available upon request).
3. Résumé should be one page in length and formatted professionally.
4. Submit your résumé as a Word document (.docx) or PDF file on Canvas.

Steps for Preparation and Completion:

5. Gather information about your education, training, and experience.
6. Draft your résumé in a clean, professional format.
7. Proofread carefully for spelling, grammar, and formatting errors.
8. Submit your final version on Canvas before the due date.

Methods of Instruction:

- Instructor demonstration of résumé format.
- Sample résumés reviewed in class.
- Peer review and feedback opportunities.
- Instructor feedback after submission.

Methods of Evaluation:

- Content Accuracy: Information is truthful, relevant, and complete.
- Organization and Format: Professional layout, clear sections, and logical order.
- Clarity and Grammar: Free of errors in spelling, grammar, and punctuation.
- Relevance to Role: Highlights CNA skills, training, and experiences appropriate for healthcare employment.
- Completion and Submission: Meets one-page requirement and submitted correctly on Canvas.

Total Points: 30

Course Materials

Textbooks

Pamela J Carter (2023). Textbook for Nursing Assistants, 6th edition Lippincott. ISBN: 9781975198909

Other Resources

Credential CNA Candidate Handbook

Class Size Information

Class Size

30

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

Diversity and inclusion are integrated throughout the Certified Nursing Assistant course by emphasizing culturally competent care, respect for individual differences, and sensitivity to gender, race, and sexual identities. Students are trained to provide patient-centered care that honors each person's values and lived experiences, promoting equity and dignity in all healthcare interactions.

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

The CNA course is designed to promote equity by offering diverse assignments, including written work, skills demonstrations, and group activities, allowing students with different learning styles to succeed. Instruction combines lecture, simulation, and clinical practice to provide multiple pathways for understanding. Evaluation is transparent and competency-based, ensuring fairness, while course content emphasizes cultural inclusivity and patient-centered care. Classroom and clinical interactions foster respect, collaboration, and a safe learning environment for all students.

Interactions

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

The CNA course incorporates peer collaboration through group practice and teamwork activities that prepare students for the cooperative nature of healthcare.

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

The CNA course incorporates instructor-to-student interaction through lectures, demonstrations, skills check-offs, and direct supervision during clinical practice. Instructors provide individualized feedback, guidance, and support to ensure each student develops competency and confidence in patient care.

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

The CNA course incorporates student-to-content interaction through lectures, assigned readings, multimedia resources, and hands-on skills practice that connect theory to application. Students engage directly with course materials, case studies, and simulations to reinforce understanding and build competency. This active engagement ensures knowledge is applied in both classroom and clinical settings.

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

The CNA course incorporates student-to-self interaction through reflective journaling, self-assessment of skills, and evaluation of clinical experiences. These activities encourage metacognitive awareness, allowing students to think about how they learn, recognize their strengths, and identify areas for improvement. By engaging in reflection, students develop personal responsibility for their growth and success in the program.