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ABSTRACT

This manual, an outgrowth of a pilot project (at De Anza College in California) which provided college education for nursing assistants to replace on-the-job training, presents: (1) a description of the pilot project (philosophy and purpose, history and background, value, problem areas, and recommendations), (2) process for implementing a nursing assistant program in a community college (administrative, instructor, and student responsibilities), (3) development of the curriculum of a nursing assistant program (goals and setting of the program, characteristics of students, content organization and implementation, and evaluation), and (4) a graphic summary of the nursing assistant program. Appendices include a course description and implementation guidelines for a specific nursing assistant course, a module time-table, pretests, instructional materials lists, a sample certificate of (program) completion, an evaluation questionnaire, statistics of the Nursing Assistant Course--Pilot Year, 1973-74, and a nursing assistant course syllabus. (SH)

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MANUAL
FOR IMPLEMENTING A
NURSING ASSISTANT PROGRAM
IN THE
COMMUNITY COLLEGE

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TO THE READER:

This manual has been developed for use by all health personnel interested in patient care at the nursing assistant level. The manual is designed to assist community college nursing program administrators to develop their own nursing assistant course. The course content discussion should be useful to anyone involved in training nursing assistants.

FOREWORD

The intent of this manual is to demonstrate a process in which several goals can be accomplished. The need for well-trained nursing assistants has been well documented in nursing literature. The need to improve patient care in skilled nursing facilities has also been reported. A large amount of information about the shortage of personnel in health care facilities has been noted. Much is being done to alleviate this shortage at the vocational nurse and registered nurse level. But what steps have been taken at the nursing assistant level?

In the 1965 American Nurses' Association position paper on nursing education, it was recommended that nursing assistant education be conducted in institutions of higher learning. However, moving nursing assistant education from on-the-job training into institutions of higher learning has been slow, minimal, or non-existent in many areas.

The goal of the original project on training of nursing assistants, from which this manual was developed, was to find a way to provide college education for nursing assistants. This would take the place of the traditional on-the-job training presently used by many health care facilities. By improving the training of the nursing assistant, hopefully the quality of patient care will be improved.

Details of the Nursing Assistant Training Project are presented in this manual. It is the hope of all involved that the process described can be replicated by other community colleges. De Anza Community College has recognized its responsibility to reach out into the community with educational programs and is grateful to have been a part of this project.

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CHAPTER ONE

PILOT PROJECT

Introduction

This manual is the outgrowth of a pilot project to establish a Nursing Assistant Training Program at De Anza Community College in Cupertino, California. The pilot project was funded by the California Regional Medical Program through the Health Services Education Council in San Jose, California, as monies for planning and implementing new programs are not provided for in the community college budget. A twelve-week course, 192 hours of college work and supervised clinical experience, was given each quarter of the De Anza College 1973-1974 school year. A total of 132 students, all employees of skilled nursing facilities in Santa Clara County, completed the three twelve-week sessions. A certificate of completion from De Anza College was awarded each student who successfully completed the course. This is also the policy for other De Anza College short-term programs.

This manual has been written by the two De Anza College Nursing Instructors who implemented the Nursing Assistant Program during the pilot year. It has been organized to give an idea of what transpired in the pilot year, to provide specific information on the process of implementing a Nursing Assistant Program in a community college, and to develop a nursing assistant curriculum.

Philosophy and Purpose

Statement of Philosophy

The philosophy of the De Anza College Nursing Assistant Program is based on the concept that any nursing personnel rendering direct patient care needs a certain level of health care knowledge and skills to perform safely and adequately in his or her role. The nursing assistant must know to whom he/she is rendering care, what kind of care he/she is giving, how he/she is going to do it, why he/she is doing it, and when it is or is not appropriate to do it. The final aspect is evaluating what he/she has done.

The nursing assistant is the beginning practitioner on the nursing team. The nursing assistant role involves carrying out basic nursing care for the patient in a skillful manner with elementary knowledge of the principles from the basic natural and behavioral sciences. The nursing assistant works with other health team members and is directly responsible to the licensed nursing personnel (LVN, RN).

Preparation of the nursing assistant at the community college level provides a highly qualified faculty and college resources to assist the student in his/her learning. The faculty accepts the philosophy of De Anza College that "each person has worth and dignity, and an equal right to develop his potential for a full and meaningful life."

The faculty has designed the Nursing Assistant Program to be relevant to the needs of the students and encourages an environment which stimulates motivation for learning. Direct student participation is encouraged as learning is enhanced by the degree of the student's active involvement. Clinical experience under the guidance of a qualified instructor is an integral part of the student's training.

Purpose of the Program

The desired outcome of the De Anza College Nursing Assistant Program is to prepare a nursing assistant who can safely and competently give basic nursing care to assigned patients. He or she will be sensitive to the patient as a person with needs and/or problems that demand attention. He or she will be able to observe the patient's physical or emotional state. He or she will be able to report the patient care given and observations accurately in writing as well as verbally to the charge nurse.

A "Certificate of Completion" as a nursing assistant will be awarded students who maintain a "C" or higher grade in written exams and a "C" or higher in the clinical performance.

History and Background

The Pilot Year

The Executive Head of the De Anza College Nursing Department applied for and received financial support from Health Services Education Council on June 18, 1973, to establish "An Articulated Nursing Assistant Training Program." The program was based on the following objectives:

1. Given a nursing assistant course from De Anza College, employees in Skilled Nursing Facilities will be able to articulate in the Nursing Education Career Ladder.
2. Combining on-the-job experience with textbook materials, lecture-discussion classroom activities, and skills laboratory training will provide the student with the content necessary to complete the nursing assistant course in one college quarter.
3. Successful completion of the nursing assistant course will provide
 - a. Competence and incentive for the student to provide nursing care at his/her level of responsibility.
 - b. Opportunities for upward mobility, upon meeting other prerequisites for health careers, to advance to the Vocational Nurse and Registered Nurse Programs without repeating academic work and laboratory practice.

There were several reasons for implementing this Nursing Assistant Training Program at the community college level. First, there was an expressed need for nursing assistant training in basic nursing skills from a skilled nursing

facility in the De Anza College district. A 1972 study evaluating the educational preparation of nursing personnel in Santa Clara County found that 71 percent of the nursing assistants had not graduated from any basic training program. Nursing assistants who did take a formal training program usually sought employment in the acute hospital.² The American Nurses' Association in their position paper on nursing education recommended that all levels of nursing personnel receive their basic preparation in institutions of learning within the general system of education. Vocational institutions should provide short, intensive programs for health service assistants.³

The course content for the Nursing Assistant Program was developed by considering the career ladder approach to nursing education. A core of beginning modules from the basic curriculum of both the vocational nurse and registered nurse programs at De Anza was identified as a foundation for the Nursing Assistant Program. These modules were basic hygiene, observational skills, beginning communication skills, care of the long-term patient, developmental tasks and care of the dying patient.

Course Description

Based on this content, a course description was written and approved by the De Anza and Foothill Community College District Curriculum Committee. The nursing assistant course description, (Nursing 51A), was presented to the Curriculum Committee as follows:

This course is designed to provide the student with an integrated study of the principles and practices of basic nursing. Human and health needs of both well and ill persons are considered. Mental health concepts are included. Practice and supervision in basic nursing care is provided.

Expected Outcomes: Upon completion of this course the student should be able to

1. Plan, give, and evaluate basic nursing care to meet the patient's needs for daily hygiene and comfort.
2. Identify beginning communication skills and demonstrate them with selected patients.
3. Observe, report, and record obvious physiological and psychological deviations from normal.
4. Demonstrate principles of medical asepsis.
5. Plan in cooperation with other health team members in meeting the patient's needs.

The nursing assistant course was assigned eight units of college credit; one unit of credit for each classroom/lecture meeting and one unit of credit for each three hours of supervised clinical experience. The breakdown was:

4 hours of lecture for	-- 4 units
12 hours of clinical experience	-- <u>4 units</u>
TOTAL	8 units

Work Experience Credit

The students were also enrolled in work experience for additional college credit. For every 50 hours of on-the-job training, the student received 1 unit of credit. Up to 4 units of work experience credits could be earned in a quarter. Work experience provided the student with additional instructor contact and the college received Average Daily Attendance funds for this student-instructor contact.

College Nursing Instructors Hired

After approval of the course, two master's-prepared nursing instructors were hired to implement the course on an extended-campus basis into selected community health care agencies. The instructors were hired on a part-time basis of eight hours per week (four hours per agency). Each instructor was to have two agencies per quarter. Both instructors had been associated with the De Anza College Nursing Program and were aware of the philosophy of that program.

In implementing the course, the college instructors were to provide the modules of course content, the audio-visual materials, examinations, and be a teaching resource for the agency. The skilled nursing facility was to provide a nursing instructor (usually the in-service director) to conduct the classroom and clinical instruction.

Recruitment of Skilled Nursing Facilities

The first skilled nursing facilities to take the nursing assistant course had been previously used by the De Anza nursing programs as clinical facilities for their nursing students. By virtue of this contact with the college, they were selected to participate in the Nursing Assistant Program. In subsequent quarters of the pilot year, agencies were obtained by referrals from the Santa Clara County Health Department Nursing Consultants for Skilled Nursing Facilities, and by agencies who had heard about the course contacted the college for information on how they could participate.

An initial visit was made to each agency by the Executive Head of Nursing and the college instructor. At this time the purpose and implementation of the nursing assistant course were briefly explained to the agency. The discussion included objectives to be accomplished, responsibility of the agency to provide a minimum class size of 15 student-employees, responsibilities of the agency instructor, and the responsibilities of the De Anza College instructors. Because the students were employed by the health care agency, De Anza College was released from any clinical liability for the students.

Orientation of Health Care Agencies to the Nursing Assistant Course

After the initial visit to the agencies, a formal in-depth orientation was conducted at the college. The agency director of nurses and agency nursing instructor attended this meeting with the college instructors and Executive Head of the Nursing Department. The large group meeting provided an opportunity to give all the information once. In addition, agency instructors benefited from the group question and answer period. At this time, the procedure for obtaining a temporary teaching credential was explained to the agency instructor. As the agency instructor assists with the teaching of the course and conducts the clinical experience, she needs to obtain a Community College Limited Service Credential. The requirements for application for the credential are:

- Shall hold a current, valid license to practice as a professional nurse in the State of California.
- Shall meet Community College Instructor Requirements and State of California Department of Professional and Vocational Standards for Faculty Appointment.*

The following points were included in this agency orientation meeting:

Guidelines for the Implementation of the Nursing Assistant Course
Agency Instructor Temporary Credential
Nursing Assistant Course Description
Certificate of Completion
Course Time Schedule
Work Experience Orientation
Recruitment of Students
Registration of Students
Role of the Agency Administrator
Role of the Agency Director of Nurses
Role of the Agency Instructor
Role of the De Anza College Instructor
Course Content
Reference Books and Xeroxed Required Reading Articles
Pre-Test for Students
Module 1 - Basic Hygiene - How to Implement
Classroom Teaching
Demonstration of Procedures
Handouts
Audio-Visual Materials
Clinical Evaluation
Module Examination

Following this group meeting, the college instructor met with the agency instructor at the agency several weeks prior to student registration. The purpose of this meeting was to ascertain progress in student recruitment and

* Community College Limited Service Credential requires: 1) If you have a BA degree, two years of experience required; 2) If you have an AA degree, four years of experience required; and 3) If you have no degree, six years of experience required.

remind the agency instructor of the registration date and procedure. The procedure was as follows: (a copy of this sheet was given to each student)

STUDENT REGISTRATION

On registration day the students will need to know the following information and bring the following items. A room with tables should be set aside for registration.

1. Students must be present for the entire designated time for college registration and orientation.
2. Students should bring a pen for filling out registration forms.
3. Students need to be a resident of California for one year to avoid the out-of-state tuition.
4. Students need to have the college registration fee of \$3.00 at this time.
5. Students need to know their Social Security Number.
6. Students need to know their correct address with zip code, (a P.O. Box won't be accepted), and their telephone number.
7. Student needs to have his/her alien card number if he/she is not a citizen of the United States.
8. If the student is currently in high school, written approval is needed from the high school counselor to take the course.

At this time, the agency was given a set of reference books (see Appendix F, p. 61 for the list of reference books) which were on loan from the college for the quarter the agency participates in the nursing assistant course. The agency instructor was also given the Module 1 required and supplementary reading articles, which he/she was to copy and return the originals to the college instructor. The time for holding class was discussed. To minimize staffing problems, the formal four hours of weekly class were usually held in the afternoon, between 2-4 p.m. twice a week. The students' clinical experience was held during the students' regularly scheduled work time at the agency.

Registration and Orientation of Students to the Nursing Assistant Course

The week before the course began, student registration and orientation was held at the health care agency. The college work experience coordinator and college nursing instructor conducted this two-hour meeting. The information the students needed to bring at this time was outlined for them. (See above Student Registration.) Registration at the agency was less confusing than if the students had to contend with the hectic procedures at the college.

After the registration, the college instructor explained the purpose and philosophy of the nursing assistant course and generally what would be covered in the twelve-week session. All of the course classes and clinical experience were to be conducted at the agency, making it an extended campus course. Each student received a course description which outlined the attendance requirements, course evaluation, and requirements for the Certificate of Completion.

A. Pre-Tests

To determine the level of knowledge of the students a "pre-test" was given at the orientation or on the first day of class. To avoid panic at the word "test" it was called a "Where You Are Questionnaire." This was a fifteen question true/false "test" of the concepts taught in the modules. The questionnaire assessed the student's present level of knowledge and pinpointed each student's area of needs (see Appendix E for test, p. 59). An "Abbreviations Questionnaire" was also administered to determine if the students knew the meaning of the common abbreviations used on the nursing units (see Appendix E for test, p. 60). These pre-tests were not graded and their purpose was explained to the students so they were well accepted.

B. Required Readings

The required reading assignments for the modules were explained to the students. (Xeroxed articles of all the required readings were made available to each agency.) The required readings helped to broaden the students' knowledge and acquaint them with appropriate nursing literature. For each week of class, usually two journal articles were required reading. It was felt that the student would be more motivated to read two required articles than have ten suggested references which the student probably would not have the time or the inclination to read. Readings were also outlined in the course textbook, Kozier and DuGas' Introduction to Patient Care,⁴ that corresponded to the material discussed in class.

Presenting Course Content

The nursing assistant course content was originally designed to be presented by the agency instructor. However, after several classes in the first quarter, it was found that this was not the best approach. Most of the agency instructors were overwhelmed with the idea of formally presenting a course; they did not have sufficient time to plan and organize the materials into a meaningful presentation to the students; and/or they felt they lacked the teaching skills of conducting a formal class.

Because of these needs, the college instructors structured all the modules into teaching outlines with weekly class schedules, devised lecture notes, wrote numerous handouts to reinforce important nursing concepts and skills, and developed vocabulary lists for each module. A team teaching approach was instituted whereby the college instructor taught half of the formal classes and the agency instructor taught the remaining classes and proctored the examination hour. With this arrangement, class difficulties were minimized considerably.

Clinical Experience

The clinical experience portion of the nursing assistant course was under the sole direction of the agency instructor. Due to the limited number of part-time hours available to the college instructor, it was impossible to do any meaningful clinical instruction or evaluation. However, all of the clinical

evaluation forms were developed by the college instructors based on the module behavioral objectives.

The agency instructor was to complete a clinical evaluation on each student for each module. To do a thorough job of this, a considerable amount of time each week was involved -- approximately twenty hours, depending on the number of students in the course. Many of the agency instructors did not have that amount of time available and delegated the clinical evaluations to the student's charge nurse. This resulted in a variety of interpretations for acceptable clinical performance and lack of uniformity in the evaluation. It was felt these problems with the clinical instruction and evaluation constituted the weakest points in the nursing assistant course. (See Appendix G for sample Clinical Evaluation form, p. 65.)

Student Characteristics

The background and educational level of the students was originally assessed from the college instructor's contact with the skilled nursing facility and feedback from the skilled nursing facilities as to the needs of their employees. The requirements that were established for students taking the course were that they have minimum reading and writing skills in English. By minimum skills it was felt that a student should be able to read a paragraph in English and be able to comprehend what he/she had read.

This pilot project reached a much larger proportion of minority students than the general college population. Twenty-three percent (23%) of the students were of non-Caucasian background--3% were of Asian background, 5% Black, 15% of Spanish surname background.

There was a wide variety of educational backgrounds ranging from college graduates to those who had never completed high school. The majority of the students had at least a high school education.

The majority of students were able to keep up with the course work and successfully pass the module examinations. Out of 132 students completing the course in the pilot year, only four students, or 3%, failed (received below a "C"). The rest of the 128 students received Certificates of Completion. Special graduation ceremonies were held in many of the agencies to recognize the achievement of the students. This helped the students to feel that they had accomplished something worthwhile and had an important contribution to make on the nursing team as a nursing assistant. In some agencies, the students were given a pay raise or special title to provide recognition of their achievement.

Value of the Pilot Project

Values Defined

Based on the feedback from agency personnel and students, the pilot project was given strong approval. The following values were defined:

1. The course can be replicated and sponsored at the community college level.

2. The course helped dignify the position of the nursing assistant in the skilled nursing facilities.
3. The course provided educational opportunities to students who otherwise would have had little or no such opportunities.
4. The course improved patient care at the nursing assistant level.

Benefits of the Nursing Assistant Course for the Student

The benefits of the course to the student were two-fold. First, the students increased their skills and effectiveness in providing patient care. The majority of students had a strong commitment to the care of the aged and chronically ill patient. The course provided the students with the rationale for their care and an understanding of the psychological needs of their patients.

Secondly, the students received college credit and earned a Certificate of Completion while being employed by the agencies. This gave the student a feeling of personal achievement and growth. It was possible for the students who wanted to continue a career in nursing at De Anza College to challenge the three beginning nursing assistant course modules in the Vocational Nurse or Registered Nurse Programs and proceed with the career ladder.

Of the 132 students who completed the nursing assistant course, seven (or 6%) applied for and were accepted into the Vocational Nursing Program at De Anza College. Fifty-six (or 42%) expressed the desire to continue their education in the health field.

Problem Areas in the Pilot Year

During the pilot year we encountered some problems in implementing the nursing assistant course. These will be discussed under two areas: Role of the Agency Instructor and Student Needs.

Role of the Agency Instructor

Originally, the nursing assistant course was designed so the agency instructor would conduct both the classroom sessions and clinical experience. The college instructors were to serve as resource persons and provide all the teaching materials (i.e., modules, audio-visual materials, examinations).

In the first quarter, the problems with this approach became evident. (Refer to discussion under "Presenting Course Content" p. 7.) The college instructors then assumed the responsibility for structuring the module material into meaningful class presentations. Team teaching was instituted to relieve the agency instructor of total responsibility for classroom presentation. The college instructor taught one formal class and the agency instructor taught the second weekly class.

Problems in the clinical area were cited in the discussion under "Clinical Experience" p. 7. To help alleviate this problem the college instructors

spent more time orienting the agency instructor to the use of the clinical evaluation. Criteria of successful performance of a skill were set up by devising handouts on skills. The Leake, A Manual of Simple Nursing Procedures,⁵ was used as a standard for acceptable performance. Despite these tools, the college instructors still felt the students should have received more in-depth clinical instruction and clinical evaluation.

Student Needs

Poor class attendance was a problem in each agency. The class attendance requirements were that the student attend the four hours of class each week. Three hours were lecture-discussion, usually held twice a week, and the other hour was the audio-visual materials presentation on a separate day. The A-V Day was the class most frequently missed. Some of the absenteeism was due to babysitting and transportation problems. Other students were not fully prepared for the time commitment in class attendance and individual study. We held to college attendance policy: that if a student had more than four hours of unexcused absences, he/she was dropped from the course.

Some of the Asian and Spanish background students had language difficulties. They had problems in comprehending the reading assignments and taking the module examinations. They were encouraged to ask questions in class and in specific cases were allowed to take oral examinations. Students with language difficulties who planned to continue a career in health care were counseled to take advantage of remedial courses in English, reading and mathematics at De Anza College.

On their own initiative, students in several agencies organized informal study groups to review course materials. They even involved a favorite staff nurse to be their "tutor." The students said these study groups were beneficial in increasing their understanding of course materials and in preparing them for the module examinations.

Tutorial help was provided at the college but none of the students availed themselves of this service. This was due to babysitting or transportation problems and work commitments.

College Instructor Time Expended

The two college instructors were hired for eight hours a week to implement the nursing assistant course. However, more time than expected was spent in pre-planning and organizational activities. Following is an itemized account of the time expended in organizing and implementing the nursing assistant course at De Anza College:

A. Preliminary Organization

1. Needs to be done only once
2. Involves writing course guidelines, course description, identification of course content, assessing agency and student needs
3. Time expended: 80 - 100 hours (total for both college instructors)

B. Recruiting Agencies

1. Needs to be done each time course is conducted
2. Involves meeting with agencies individually and at the college organizational meeting
3. Time expended: 4 - 5 hours (individual agency meetings)
2 - 3 hours (college organizational meeting)

C. Implementing Course Content

1. Majority of time is expended the first time the course is conducted; for subsequent courses, time needs to be given to revisions
2. Involves writing lecture notes, examinations, clinical evaluations, assignment guides, and handouts, in addition to attending the four hours of classes per week
3. Time allotted both college instructors:
Fall Quarter: 192 hours -- total for both college instructors
(96 hours each)
Winter Quarter: 192 hours -- total for both college instructors
(96 hours each)
Spring Quarter: 192 hours -- total for both college instructors
(96 hours each)
4. Time expended by both college instructors:
Fall Quarter: 48 hours -- class time per agency (4 hours
per week for 12 weeks)
340 hours -- additional college instructor time
for compiling supplementary course
materials
Winter Quarter: 48 hours -- class time per agency (4 hours
per week for 12 weeks)
280 hours -- additional college instructor time
for compiling and revising course
materials
Spring Quarter: 48 hours -- class time per agency (4 hours
per week for 12 weeks)
300 hours -- additional compiling and revising
course materials

5. Total college instructor time for pilot year 1973-74:

80 - 100 hours	-- preliminary organizational time
60 hours	-- agency recruiting activities and college organizational meeting (based on three quarter sessions per year and ten agencies)
480 hours	-- agency class time (ten agencies for the year)
900 - 1000 hours	-- college instructors' time in implementing course content
<hr/>	
1520 - 1640 hours	-- total time expended for the year for two college instructors

Recommendations Based on Experiences of Pilot Year

Pre-Planning Phase

More time and monies should be available for assessing the need for nursing assistant training and how to implement the training. Curriculum planning could be accomplished under this area.

College Instructors

A. Qualifications

The qualifications of college instructors are important in determining the success of the program. To organize the program and develop the curriculum a master's-prepared nursing instructor is recommended. This person should have a background in curriculum planning and teaching skills. College instructors who teach the course at the agency should be baccalaureate-prepared nurses or be registered nurses with teaching experience who can obtain a California Community College Vocational Teaching Credential.

B. Time and Number of Instructors

The number of instructors needed depends on the projected size of the nursing assistant program and if these would be part-time or full-time positions. If part-time instructors are used, we recommend that they take only one agency at 9 hours per week. They would be responsible for all the classroom teaching and limited amount of clinical instruction. One part-time instructor could coordinate the program, recruit and orient agencies, and help conduct the student registration. On a part-time basis there is not time for in-depth curriculum planning and revisions. Additional provisions will need to be made for this.

If a full-time instructor is used, he/she would be responsible for coordinating the program, recruiting and orienting agencies, and also taking one or two agencies per quarter. A full-time instructor should be able to do curriculum revisions depending on the number of agencies he/she is assigned.

C. Responsibilities of College Instructors

1. We recommend that the college instructor conduct all the formal class sessions unless the agency instructor has the necessary time and skill that goes into planning for and teaching the classes.
2. The college instructor should have some time for clinical instruction (two - four hours per week) to evaluate the agency needs and assess the student's progress.

Health Care Agency Considerations

A. Selection and Orientation of Health Care Agency

1. An information postcard or letter can be sent to all skilled nursing facilities in the area to inform them of a nursing assistant training program.
2. A formal, in-depth orientation to the Nursing Assistant Program should be conducted for all health care agencies. Currently, a six-hour orientation and introduction to teaching methods for the nursing assistant course is being conducted for the agency instructors and directors of nursing.
3. A written contract and/or guidelines outlining the responsibilities of both the college and health care agency are necessary.

B. Evaluation of Nursing Assistant Course at Agency

1. A mid-term evaluation of the course should be conducted by the college coordinator to assess how the course is progressing and if there are any problems.
2. A final evaluation of the course should be conducted at the agency by all those who participated in the course. The evaluation questionnaire is provided by the college.

C. Yearly Classes

Most of the skilled nursing facilities that had the program expressed the desire to participate again. We recommend that these interested agencies be given the opportunity to have the program at least once a year. Ideally, an agency could have the program as often as it could provide the minimum class of 15 students.

Additional Courses for the Nursing Assistant

We recommend some type of continuing education course for the skilled nursing facilities that have participated in the course. The purpose of this continuing education would be to keep the nursing assistants current in their skills and provide stimulus to encourage quality patient care. College units of credit could be earned and enrollment again would be handled as extended campus. The courses would be given at the facilities.

CHAPTER TWO

PROCESS FOR IMPLEMENTING A NURSING ASSISTANT PROGRAM IN A COMMUNITY COLLEGE

Administrative Responsibilities

College Level

A. Pre-planning to Organize a Nursing Assistant Program

1. Community need for such a program:
 - a. Evaluate skilled nursing facilities that have a need for nursing assistant training.
 - b. Evaluate acute care facilities that have a need for nursing assistant training.
 - c. Evaluate existing nursing assistant programs and their effectiveness in meeting the community need for nursing assistant training.
 - d. Resources for this evaluation phase include the County Health Department Nursing Consultants for Skilled Nursing Facilities, and administrative personnel in skilled nursing facilities and acute care facilities.
2. Cost of pre-planning:
 - a. Salary of a consultant or researcher to conduct the feasibility survey.
 - b. Travel of consultant or researcher.
 - c. Secretarial and duplicating services.

B. Tasks in Implementing the Nursing Assistant Program

1. Write a formal contract or guidelines to specify the responsibilities of the college and health care agency for the program.
2. Select faculty -- decide on full-time or part-time faculty.
 - a. One full-time instructor would be the program coordinator and responsible for curriculum planning, recruiting, and orienting agencies. This person would also take one or two agencies to teach the course each quarter.
 - b. Part-time instructors at nine hours per week to conduct the course in one agency each quarter (the De Anza College maximum hiring policy for part-time instructors).
 - c. A part-time instructor could act as the program coordinator to recruit and orient agencies and accomplish a limited amount of curriculum revisions.

- d. If there is not a full-time instructor, additional time needs to be allotted for curriculum planning and revisions.
 - e. The college instructors need office space.
3. Allow for initial curriculum development before the implementation of the course.
 4. Assist with selection of health care agencies for the program.
 5. Assist with orientation of health care agencies to the program.
 6. Assist with student registration.
 - a. Provide registration form for the extended campus program.
 - b. The college instructor and work experience coordinator will usually conduct the registration of students.
 7. Provide audio-visual materials.
 - a. The college provides the audio-visual equipment (DuKane Projector, slide and movie projector).
 - b. The college provides the audio-visual filmstrips, slides and movies.
 8. Provide a set of resource books to go out on loan to each agency taking the program.
 9. Provide a set of nursing equipment for each instructor to use in his/her classroom, teaching. (See Appendix I, p 69 for the equipment list.)
 10. Assist with a mid-term evaluation of the program in each agency.
 - a. This evaluation determines if the course is meeting the agency's training needs and the degree to which the agency is fulfilling its responsibilities in the course (i.e., are clinical instruction and evaluation being done, is agency instructor participating in class demonstrations).
 11. Sign certificates of completion.
 - a. The department heads of nursing, biological and health sciences and continuing education need to sign the certificates.

C. Cost of the Program

1. College instructors salary.
 - a. The cost depends on the hiring of full-time or part-time instructors, their pay scale, and the number of courses taught each quarter.
2. Curriculum development monies.
 - a. A one-time cost would need to be allotted to the original curriculum development.
 - b. Recurring cost would be for yearly curriculum revisions.

3. Audio-visual materials cost.
 - a. Ideally each college instructor would have a set of all the audio-visual materials and equipment.
 - b. Audio-visual equipment cost would be for:
 - 1) DuKane Cassette Super Micromatic Projectors
 - 2) Slide projectors.
 - c. Audio-visual materials cost would depend on the materials selected for use. (See Appendix J., p. 71 for the list of audio-visual materials used in the De Anza Program. The companies are listed where you could write for pricing information.)
 4. Secretarial and printing costs.
 - a. Secretarial services are utilized approximately ten hours per week. The cost would depend on the secretary's pay scale.
 - b. Printing and paper costs would be reduced if there was a printed course syllabus for student purchase. This syllabus would contain all the modules of instruction, vocabulary lists, assignment guides, and handouts.
 5. Reference books.
 - a. Each agency would have the use of reference books during the course. (See Appendix F, p. 61 for a list of reference books used in the De Anza College course.) The approximate cost of a set of these books is \$90.
 - b. Additional cost of new books per year is estimated at \$75.
 6. Nursing equipment.
 - a. The approximate cost of one set of nursing equipment is \$30. (See Appendix I, p. 69 for a list of nursing equipment used in the De Anza College course.)
 - b. The estimated cost for replacement of additional equipment per year is \$75.
 7. Instructor travel.
 - a. The instructors are reimbursed for travel from the college to the health care agency.
 - b. The current reimbursement rate is 14¢ per mile.
 - c. The estimated travel reimbursement for five part-time instructors is \$400-\$500.
- D. State Funding to College for the Nursing Assistant Program

The local college receives ADA (Average Daily Attendance) money for students completing the course.

Health Care Agency Level

- A. Pre-planning for Nursing Assistant Program
 1. Orientation to the Nursing Assistant Program.
 - a. The administrator spends approximately 4-8 hours in attending the orientation meetings and planning for the course.
 - b. The director of nurses spends approximately 4-12 hours in attending the orientation meetings and planning for the course.
 - c. The agency instructor spends approximately 4-12 hours in attending the orientation meetings and planning for the course. Approximately 8-12 hours are spent in recruiting students.
 2. Cost of pre-planning.
 - a. The cost depends on the actual hours expended and the salaries of the above health care agency personnel.
- B. Tasks in Implementing the Nursing Assistant Program
 1. Selection of qualified agency nursing instructor.
 - a. This person must hold a current, valid RN license to practice in California and be eligible to obtain a Limited Service California Community College Teaching Credential (see p. 5 for qualifications for this credential).
 - b. This person is responsible for the classroom demonstrations and the clinical experience and evaluations of the students.
 - c. This person needs to have classroom and clinical teaching skills.
 - d. This person should enjoy teaching and be able to present course material at the student's level of understanding and capability.
 2. Recruitment of students.
 - a. This can be done by the administrator, director of nursing, or agency instructor.
 - b. The approximate time of recruitment is 4-8 hours, depending on how it is handled.
 - c. Suggestions for recruitment are:
 - 1) Require all aides to take the course.
 - 2) Announce the course in a staff in-service meeting.
 - 3) Include recruitment flyers with paychecks one month.
 - 4) Post a notice in all nursing stations about the course.
 - 5) Personally talk to each aide.
 3. Formal class considerations.
 - a. Decide on the best time to have the four hours of weekly class.
 - b. A room needs to be available for class at the agency.

- c. A blackboard is needed.
 - d. A nursing unit and equipment should be available to do skills demonstrations.
4. Graduation of students.
 - a. Students earning a "C" or higher final course grade will receive a Certificate of Completion.
 - b. Graduation ceremonies are at the discretion of the agency. Nursing Assistant pins can be awarded or purchased by the students.
 5. Evaluation of the course.
 - a. The college provides an evaluation questionnaire.
 - b. Everyone involved with the course at the agency is requested to fill out this evaluation.
- C. Cost of the Nursing Assistant Program to the Agency
1. Administrator's time.
 - a. The administrator spends approximately eight hours in pre-planning and eight hours during the course.
 - b. The total cost depends on the actual time expended and salary of the administrator.
 2. Director of Nurses' time.
 - a. The director of nursing spends approximately eight hours in pre-planning and another twelve hours during the course.
 - b. The actual cost depends on his/her amount of involvement with the course in attending the classes and assisting with the clinical instruction.
 - c. The total cost depends on the actual time expended and salary of the director of nurses.
 3. Agency nursing instructor's time.
 - a. The agency nursing instructor spends approximately eight hours in pre-planning. This would be for recruitment of students and orientation to the N.A. course.
 - b. She/he will attend the four hours of formal class meetings each week for a total of approximately 48 hours for the course.
 - c. Preparation for the class work and/or assisting in class demonstrations will be approximately two hours per week for a total of 24 hours for the course.
 - d. Clinical instruction and evaluation will take approximately 12 hours per week for a total of 144 hours for the course.
 - e. The total cost depends on the actual time expended and the salary of the agency nursing instructor.

Instructor Responsibilities

College Level

A. Selection of Instructors

1. The number of instructors depends on the projected size of the Nursing Assistant Program and if they will be full-time or part-time instructors.
2. One full-time instructor would be responsible for coordinating the program and curriculum development as well as teach one or two courses each quarter.
3. Part-time instructors would teach one course each quarter.
4. One part-time instructor could coordinate the program and do a limited amount of curriculum development.
5. Qualifications of the instructors.
 - a. Master's-level preparation in nursing is desirable for the instructor who will coordinate the program and plan the curriculum.
 - b. Baccalaureate-level preparation in nursing is desirable for the instructors who will teach the course in the agencies.
 - c. All the instructors need to have a current, valid California nursing license and a California Community College Teaching Credential.
 - d. Previous teaching experience is desirable.

B. Responsibilities of College Instructors

1. Responsibility of head instructor or coordinator:
 - a. Assist with the hiring of course instructors.
 - b. Develop the curriculum (course content).
 - c. Develop teaching aids handouts, worksheets, vocabulary lists, assignment guides.
 - d. Develop clinical evaluation forms.
 - e. Develop the examinations.
 - f. Organize audio-visual materials.
 - g. Select reference books and required reading articles. Have sets made for each agency.
 - h. Order textbooks and course syllabus from bookstore.
 - i. Select health care agencies for course.

- j. Conduct the orientation meetings for the agencies.
 - k. Assist with registration of students.
 - l. Teach the course in selected agencies.
 - 1) A full-time instructor could teach the course in one or two agencies a quarter.
 - 2) A part-time instructor would not have the time for an agency class.
 - m. Conduct the mid-term evaluation in each agency.
 - n. Have the Certificate of Completion signed by the appropriate college administrators.
 - o. Develop a final course evaluation questionnaire.
 - p. Tabulate results of evaluation questionnaire and compute course statistics.
 - q. Revise curriculum as needed and develop new teaching aids.
2. Responsibilities of college instructors teaching the nursing assistant course at the health care agency.
- a. Assist with the orientation of agency to the course.
 - b. Assist with curriculum development and revisions as time permits.
 - c. Assist with registration of students.
 - d. Conduct the formal class sessions (four hours) each week.
 - e. Be available for a limited amount of clinical instruction.
 - f. Bring a set of reference books for use by the students during the course. (The agency is responsible for the disbursement of these books to the students and must replace any lost during the duration of the course.)
 - g. Bring the required and supplementary reading articles for each module. (The agency will duplicate these articles and make them available to the students.)
 - h. Bring the audio-visual materials and other teaching aids (worksheets, pamphlets, etc.) to be used to implement the course content.
 - i. Provide the following forms used during the course:
 - 1) Attendance sheets.
 - 2) Module clinical evaluations.
 - 3) Module examinations and answer sheets.
 - 4) Course evaluations.

- j. Evaluate students' academic progress.
 - 1) Module assignment grades.
 - 2) Module clinical evaluation grades.
 - 3) Module examination grades.
 - 4) Compute the final course grades.
 - k. Conduct the final course evaluation (evaluation questionnaire provided) to be done by all those involved with the nursing assistant course (administrator, director of nursing, agency instructor, students, and any other licensed nursing personnel who would like to give feedback as to their feelings and observations on the course).
 - l. Assist with graduation ceremony if agency so desires.
 - m. Compile the student statistics for his/her agency each quarter.
- C. Cost for College Instructors

The salaries depend on the number hired, the hours worked, and their experience and educational background.

Health Care Agency Level

- A. Selection of Agency Instructor
- 1. One agency nursing instructor would be sufficient to assist with the course at the agency.
 - 2. Qualifications of the agency instructor:
 - a. Needs a current, valid California license to practice as a registered nurse.
 - b. Needs to obtain a California Community College Limited Service Temporary Credential.
 - c. Needs to have classroom and clinical teaching skills. (Be aware of learning principles and teaching techniques.)
 - d. Should enjoy teaching and be able to present course materials at student's level of understanding and capability.
- B. Responsibilities of the Agency Instructor
- 1. Recruit and select the students for the course.
 - 2. Attend all the formal class sessions (4 hours) each week.
 - 3. Be responsible for classes starting promptly at the scheduled time and for preparing the classroom.
 - 4. Take attendance at each class (attendance sheets are provided by the college). Turn these attendance sheets into the college coordinator on a monthly basis.

5. Assist with and/or do the demonstrations of procedures. Supervise the student return demonstrations (either in the classroom or in the clinical area).
6. Handle the distribution of the reference materials (resource books and xeroxed articles). All materials belonging to the college (reference textbooks, articles) must be returned to the college coordinator at the completion of the 12-week course. The agency will replace any lost materials.
7. Proctor and correct the module examinations. Return the corrected student answer sheets and examinations to the college coordinator promptly.
8. Complete a clinical evaluation on each student for the designated modules. (Clinical evaluation forms are provided by the college.) The college coordinator will assign grades to the clinical evaluations.

C. Cost for the Agency Instructor

The cost depends on the actual hours spent on the course and the salary of the agency instructor.

1. The agency instructor spends approximately 12 hours in pre-planning and another 12 hours in recruiting students.
2. The instructor is required to attend the four hours of weekly class and should have at least two hours to prepare for the classes.
3. The time spent in clinical instruction and evaluation depends on the number of students in the class. Approximately 20 hours per week are needed for 15 - 20 students.
4. The total cost depends on the actual time expended and salary of the agency instructor.

Student Responsibilities

Requirements for the Course

1. Students must be employees of the participating health care agency.
2. Students must demonstrate reading and writing skills in English and have minimal mathematical ability.
3. Student must be a California resident for one year to meet community college admission requirements to avoid paying out-of-state tuition.
4. The initial enrollment can be no less than 15 students due to minimum class size requirements of a community college.

5. The maximum number of students enrolled in an agency will be limited to 30 students to assure appropriate clinical supervision and accomplishment of the course objectives.

Recruitment of Students

1. The agency instructor or director of nurses is responsible for student recruitment.
2. The above criteria (mainly 1-3) are to be used in student selection.
3. Methods of recruitment are outlined under agency "Administrative Responsibilities" under 'Recruitment of students' (p. 17).

Registration of Students

1. Registration is held the week before the course is to start.
2. Registration is handled as extended campus and conducted right at the health care agency. A room with tables should be set aside for registration.
3. The following guidelines are given to each student prior to the registration date:
 - a. Students must be present for the entire designated time for college registration and orientation.
 - b. Students should bring a pen for filling out registration forms.
 - c. Students need to be a resident of California for one year.
 - d. Students need to have the college registration fee of \$3.00 at this time.
 - e. Students need to know their Social Security Number.
 - f. Students need to know their correct address with zip code (a P.O. Box won't be accepted), and their telephone number.
 - g. Student needs to have his/her alien card number if he/she is not a citizen of the United States.
 - h. If the student is currently in high school, written approval is needed from the high school counselor to take the course.

Student Responsibilities and Requirements

1. The student is responsible for his/her own learning such as taking the initiative to complete reading and written assignments and contributing to the class discussions and demonstrations.
2. The student is responsible for alerting the instructor to questions or difficulty he/she is having with the course objectives or requirements.

3. Personal Appearance:
 - a. The student is expected to attend all classroom and clinical sessions neatly groomed. Good personal hygiene (clean body and hair) is a must for nursing personnel.
 - b. Uniforms should be neat and clean (shoes included). Follow the uniform policy of your employing agency.
 - c. Jewelry is discouraged (except for a wedding band) as it harbors bacteria and is also a safety hazard.
 - d. Fingernails should be short and free of nail polish to decrease the chance of harboring bacteria and injuring the patient.
 - e. Perfumes can be offensive to persons who are ill and should be avoided.
4. Classroom Responsibilities:
 - a. Students are expected to attend all the formal class periods each week. Unexcused absences will require written make-up work on the material missed.
 - b. Students are responsible for obtaining any missed assignments and class notes.
 - c. More than four hours of absences from the formal class periods may cause a student to be dropped from the course.
 - d. Students will not be excused from class on days off.
 - e. Students are encouraged to participate in class discussions and demonstrations.
5. Clinical Responsibilities:
 - a. Students will treat all patients with respect and dignity.
 - b. Students will maintain the confidentiality of their patient contacts and all matters pertaining to the patients and their health care needs. Patient matters are to be discussed only with authorized hospital personnel (nursing staff, physician, administrator) and the nursing instructor.
 - c. Students will maintain a mature attitude when caring for the patients, i.e., patient's needs come first, control your anger or frustration with patients.
 - d. Students should work effectively with peers and other health team members, i.e., accept guidance, make constructive contributions to improve patient care.
6. Assignments and Evaluations:
 - a. Class assignments:
 - 1) Students are expected to complete the class assignments by the due date.

- 2) No credit will be given for late assignments unless prior approval for late assignment was given by the instructor.
- b. Clinical evaluations:
- 1) Students are responsible for completing a required written clinical evaluation for the modules of instruction.
 - 2) Students are responsible for seeing that they are evaluated clinically. This may require some altered work hours and/or special patient assignment arrangements with agency instructor.
 - 3) Students must complete all clinical evaluations. The clinical grade will be reduced for incomplete clinical evaluations.
- c. Written examinations:
- 1) Students are responsible for completing a written examination for each module of instruction in the course.
 - 2) If the student is unable to take the examination at the regularly scheduled time, he/she must make prior arrangements for a makeup time with the course instructor.

Certificate of Completion

A Certificate of Completion as a nursing assistant will be awarded students who maintain a "C" or higher grade in written exams and a "C" or higher in clinical performance.

CHAPTER THREE

DEVELOPMENT OF THE CURRICULUM OF A NURSING ASSISTANT PROGRAM

Setting of the Program

Philosophy

The philosophy encompasses the instructors' belief in the role of the nursing assistant and the educational setting needed to provide the students' training. Following is the Statement of Philosophy of the De Anza College Nursing Assistant Program:

The philosophy of the De Anza College Nursing Assistant Program is based on the concept that any nursing personnel rendering direct patient care needs a certain level of health care knowledge and skills to perform safely and adequately in his or her role. The nursing assistant must know to whom he or she is rendering care, what kind of care he or she is doing, how he or she is going to do it, why he or she is doing it, and when it is or is not appropriate to do it. The final aspect is evaluating what he or she has done.

The nursing assistant is the beginning practitioner on the nursing team. The nursing assistant role involves carrying out basic nursing care for the patient in a skillful manner with knowledge of the principles from the basic natural and behavioral sciences. The Nursing Assistant works with other health team members and is directly responsible to the licensed nursing personnel. (LVN, RN)

Preparation of the nursing assistant at the community college level provides a highly qualified faculty and college resources to assist the student in his learning. The faculty accepts the philosophy of De Anza College that "each person has worth and dignity, and an equal right to develop his potential for a full and meaningful life."⁶

The faculty has designed the Nursing Assistant Program to be relevant to the needs of the students and encourages an environment which stimulates motivation for learning. Direct student participation is encouraged as learning is enhanced by the degree of the student's active involvement. Clinical experience under the guidance of a qualified instructor is an integral part of the student's training.

Resources

A. Faculty

The college instructor will be responsible for the curriculum development and classroom teaching. The health care agency instructor will be responsible for demonstration of procedures and clinical instruction and evaluation.

B. Audio-visual Materials

The college will provide the audio-visual equipment and materials (filmstrips and slides).

C. Secretarial and Duplication Services

The college will provide secretarial and duplication services for course materials.

Goals of the Program

Purpose of the Program at De Anza College

The desired outcome of the De Anza College Nursing Assistant Program is to prepare a nursing assistant who can safely and competently give basic nursing care to assigned patients. He or she will be sensitive to the patient as a person with needs and/or problems that demand attention. He or she will be able to observe the patient's physical or emotional state. He or she will be able to report the patient care given and observations accurately in writing as well as verbally to the charge nurse.

A Certificate of Completion as a nursing assistant will be awarded students who maintain a "C" or higher grade in written exams and a "C" or higher in the clinical performance.

Objectives of the Program at De Anza College

Upon completion of this course the student should be able to:

1. Plan, give, and evaluate basic nursing care to meet the patient's needs for daily hygiene and comfort.
2. Demonstrate principles of medical asepsis.
3. Identify beginning communication skills and demonstrate them with selected patients.
4. Observe, report, and record obvious physiological and psychological deviations from normal.

5. Plan in cooperation with other health team members in meeting the patient's needs.

Definition of Nursing Assistant Practice

The specific duties of the nursing assistant in skilled nursing facilities are summarized as follows: helping patients with their personal care, assisting the nurse with routine nursing tasks, and maintaining the cleanliness of the unit and equipment.⁷ The course modules should include all of these areas with emphasis on nursing theory as it relates to practice. In addition, the characteristics and needs of the geriatric patient should be considered if the course is presented in skilled nursing facilities.

Characteristics of Students

Background

The background, including the educational and experience level of the students should be evaluated. Other factors that influence the learning process and should be considered in evaluating student characteristics are: student's motivation, time, and money commitments.

Learning Principles

Learning principles should be considered when planning the course curriculum. Based on the student's needs and course material, the appropriate teaching-learning methods can be selected to implement the course.

Content Organization

Modular Approach

The content of the nursing course at De Anza College is arranged in modules. A module comprises a part or segment of the whole nursing curriculum. Each module defines specific and attainable educational objectives, related audio-visual (A-V) materials, and criteria for evaluation of achievement.

Each nursing module consists of 15-30 objectives that identify the behavior a student demonstrates after the achievement of the skill and application of the principles pertaining to that modular area. Each module identifies the specific length of time for achievement.

The first three modules of the De Anza College nursing program were used in the nursing assistant course. The basic nursing theory and skills were arranged in the beginning nursing modules as follows:

A. Hygiene and Medical Asepsis

1. Length of time for achievement -- 3 weeks.
2. In this module behavioral objectives identify the principles and nursing care that relate to safety, hygiene, and comfort needs of the patient. The student needs to demonstrate achievement of the following:
 - a. Bed bath with oral hygiene and back care.
 - b. Giving a shower.
 - c. Assisting the patient to use elimination equipment.
 - d. Bed making.
 - e. Positioning and body alignment.
 - f. Transfer activities.
 - g. Range of motion exercise.
 - h. Enema administration.
 - i. Safety devices (use of restraints).
 - j. Principles of good body mechanics.
 - k. Medical asepsis.
 - l. Charting of patient's daily physical care.
 - m. Care of the patient's environment.

B. Observational Skills

1. Length of time for achievement -- 2 weeks.
2. In this module behavioral objectives identify the principles and nursing care that relate to vital signs, observation skills and patients' common daily needs. The student needs to demonstrate achievement of the following:
 - a. Taking oral and rectal temperatures.
 - b. Pulse and respiration.
 - c. Blood pressure.
 - d. Observation of the physical condition of patients.
 - e. Assessment of common daily needs of a patient.
 - f. Beginning skills in writing nursing care plans.
 - g. Charting observations and vital signs.
 - h. Knowledge of standard abbreviations in charting.

C. Beginning Communication Skills

1. Length of time for achievement -- 2 weeks.
2. In this module behavioral objectives identify the principles and nursing care that relate to the dynamics of human interaction and communication skills. The student needs to demonstrate achievement of the following:
 - a. Therapeutic and clear communication skills.
 - b. Identifying barriers to communication.
 - c. Steps in the problem-solving process.
 - d. Initiating, maintaining and terminating relationships.
 - e. Identifying overt anxiety and defense mechanisms.
 - f. Reality orientation.

D. Long-Term Care and Nutritional Needs

1. Length of time for achievement -- 3 weeks.
2. In this module behavioral objectives identify the principles and nursing care that relate to long-term care patients, focusing on the chronically rather than the acutely ill. The student needs to demonstrate achievement of the following:
 - a. Complications of bed rest that relate to each body system.
 - b. Methods of encouraging and supporting independence in the chronically ill patient.
 - c. Prevention and recognition of decubiti.
 - d. Procedure for emptying catheter drainage bag using principles of asepsis.
 - e. Safety needs of patients receiving oxygen therapy.
 - f. Introduction to normal nutrition.
 - g. Introduction to special dietary needs.
 - h. Procedure for feeding patients.
 - i. Bowel and bladder training.

E. Developmental Tasks

1. Length of time for achievement -- 1 week.
2. In this module behavioral objectives identify the principles and nursing care that relate to the characteristics and developmental tasks of the middle-aged and older adult. The leading causes of

death, the terminal patient, and quality of care in the skilled nursing facility is discussed. The student needs to demonstrate achievement of the following:

- a. Comparing the developmental tasks and changes in middle-aged and aged adults.
- b. Physical changes resulting from aging and illness.
- c. Physical and emotional changes in menopause.
- d. Leading causes of death in the United States.
- e. Signs and symptoms of death.
- f. Dr. Kübler-Ross' "Stages of Dying."⁸
- g. Evaluating the quality of care in a skilled nursing facility.

Emphasis on Aging and Geriatric Nursing

Each module should focus on changes and needs of the geriatric patient because this nursing assistant course is conducted in skilled nursing facilities. There are objectives which elaborate on specific needs of the long-term care patient and the geriatric patient. Psycho-social needs and expectations of the geriatric patient are interwoven within each module. The need of the geriatric patient for maintaining a level of independence and decision-making ability is identified.

Emphasis on Restorative Nursing

Skilled nursing facilities characteristically have a large population of chronically ill patients. Disease processes and physical changes inherent in the aged such as arthritis, cerebral-vascular disease, and chronic pulmonary obstructions are chronic illnesses. Restorative nursing becomes a focal point in the care and treatment of these patients. The goal of such therapy is to enable the patient to function at the highest level possible given the limitations of his disability.

Content Implementation

Classroom Time

1. Four hours of lecture-discussion-demonstration are scheduled each week for the twelve-week course.
2. The college instructor is responsible for conducting these formal class sessions.

Teaching Techniques

Various methods of implementing the content are desirable to facilitate student learning. Following are suggested teaching techniques to implement the nursing assistant course content:

A. Demonstrations

Certain modules have nursing theory that is best presented by demonstration. Materials needed for demonstration are identified in the outline of lecture material, and agency instructors are responsible for presentation of these demonstrations. Demonstrations given were:

1. Bed bath with oral hygiene
2. Showers
3. Bed making
4. Patient positioning and body alignment using principles of body mechanics
5. Patient transfer techniques and patient ambulation
6. Range of motion exercises (demonstrated with bed bath and oral hygiene)
7. Application of restraints
8. Procedure for enemas
9. Handwashing
10. Charting
11. Procedure for taking rectal and oral temperatures
12. Pulse and respiration
13. Blood pressure
14. Emptying of catheter drainage bags using principles of asepsis
15. Feeding a patient

B. Handouts

The following handouts are designed to assist the student in emphasizing nursing content covered and providing supplemental educational aids.

1. Vocabulary lists for each module identifying terms that would be in lecture/discussions and readings
2. Prefixes and suffixes of medical terms

3. Ten guides for good body mechanics
4. Guides for good posture and body mechanics
5. Guide for nurse's notes
6. Standard abbreviations in nursing
7. Positioning the patient for good alignment
8. Suggested methods for assisting patient transfer
9. Bed positions
10. Enema procedure
11. Patient safety needs, including restraints
12. Units of measure (metric and apothecary)
13. Vital signs chart
14. Planning patient care and assessment
15. Reality orientation
16. Developmental Tasks by P. J. Havighurst 9

In addition to these handouts, various educational pamphlets were given to students to supplement the course content (see Appendix K, pp. 73-74 for Educational Materials).

C. Audio-Visual Materials

For each module audio-visual materials appropriate to the objectives are included.

1. Hygiene and Medical Asepsis
 - a. Concept Media: Fundamental Concepts of Nursing*
 - 1) Program I -- "Patient Safety," Part I
 - 2) Program II -- "Patient Safety," Part II
 - b. Trainex Filmstrips and tapes**
 - 1) BN 110 -- "Medical Asepsis"
 - 2) BN 113 -- "Range of Motion Exercises"
2. Observational Skills
 - a. Trainex filmstrips and tapes
 - 1) BN 101 -- "Blood Pressure"
 - 2) BN 105 -- "Temperature, Pulse, and Respiration"

* Concept Media, 1500 Adams Avenue, Costa Mesa, California 92626

** Trainex Corporation, Subsidiary of Medcom, Inc., 12601 Industry Street, Garden Grove, California 92641

3. Beginning Communication Skills
 - a. Trainex Filmstrips and tapes
 - 1) PC 294 -- "Verbal Barriers to Communication"
 - 2) PC 295 -- "Non-Verbal Barriers to Communication"
 - b. Concept Media: The Stroke Patient
 - 1) Program III -- "Language Disorder (Aphasia)"
4. Long-Term Care and Nutritional Needs
 - a. Concept Media: Perspectives on Aging
 - 1) Program II -- "Physical Changes and Their Implications"
 - 2) Program IV -- "The Confused Person: Approaches to Reorientation"
 - b. Concept Media: Fundamental Concepts of Nursing
 - 1) Program V -- "Limited Activity," Part I
 - 2) Program VI -- "Limited Activity," Part II
5. Developmental Tasks
 - a. Concept Media: Perspectives on Dying
 - 1) Program II -- "Psychological Reactions of the Dying Person"
 - b. Trainex filmstrips and tapes
 - 1) BH 117 -- "Care of the Dying Patient"

Clinical Experience

A. Standards for Clinical Experience

The College instructors devised the standards for clinical experience. A clinical evaluation has been written for designated modules. It consists of a number of behavioral objectives pertaining to skills outlined in the module. The students are evaluated on the basis of: Very Good (A), Good (B), Fair (C), Needs to Improve (D), and Not Able to Observe (no grade). (See Clinical Evaluation for Module I, Appendix G, p. 65.) Each student can see the clinical evaluations. The grading system is explained to them so they know exactly what behavior is required.

A Manual of Simple Nursing Procedures, by Mary Leake (W.B. Saunders Company, 1971), is used as the guide for the correct technique for procedures. Each behavioral objective on the clinical evaluation has a reference to this manual, a module handout, or the DuGas textbook. The clinical instructor uses these references as a guide for the evaluation of the performance of a clinical skill. This helps assure uniformity of grading for the clinical evaluations.

B. Supervision of Clinical Experience

Twelve hours of clinical experience per week for each student is a course requirement. These twelve hours fall under the time that the student is employed and being paid by the agency. The supervision is to be done by the agency instructor. Each student is evaluated on the

Evaluation

Student Academic Evaluation

A. Module Assignments

Each module has an assignment for which the students earn grade points. Samples of assignments are distributed to students as a guide (see Appendix H, pp. 67-68). The assignments focus on the overall objectives of the particular module. The college instructor corrects and grades the students' assignments.

Assignments required for the course were:

1. Hygiene and Medical Asepsis -- The student will write out and turn in a copy of the nursing notes of the morning care of one of the student's patients.
2. Observational Skills -- The student will take and record the vital signs (T, P, R, BP) on one of his/her patients and evaluate what they mean considering the patient's physical condition, age and activity.
3. Beginning Communication Skills -- The student will record a communication between student and one patient including verbal and non-verbal communication. The student will evaluate the effectiveness of this communication.
4. Long-Term Care and Nutritional Needs -- The student will take one body system (e.g., respiratory system) and list the effects immobility has had on that system. The student will list nursing measures that would assist the patient to overcome that problem.
5. Developmental Tasks -- The student will list what he/she feels about growing old and dying; list needs of elderly patients; and list what he/she believes determines quality care in skilled nursing facilities.

B. Module Examinations

Using a guide of 20-25 questions for each week of the module, tests are developed that test theory and implementation of the objectives specific to each module. Multiple choice, matching and true/false questions can be used. Written examinations of varying lengths are given at the completion of each module:

1. Hygiene and Medical Asepsis -- 60 questions
2. Observational Skills -- 50 questions
3. Beginning Communication Skills -- 50 questions
4. Long-Term Care and Nutritional Needs -- 60 questions
5. Developmental Tasks 42 -- 25 questions

C. Module Clinical Evaluations

Each module requires satisfactory performance ("C" or better) on a clinical evaluation. In addition, the students earn grade points for each clinical evaluation.

D. Final Grade and Certification

Students receive points for written examinations, module clinical evaluations and module assignments. Students who earn a minimum of 70% of the points or a "C" average receive the Certificate of Completion (see Appendix L, p. 75 for a copy of the Certificate).

Evaluation of the Nursing Assistant Course

A. Evaluation Questionnaire

An evaluation questionnaire has been developed to provide continuous feedback on the effectiveness of the course. This questionnaire covers the following points:

1. Are the course objectives and purpose being accomplished?
2. Are the handouts, readings, and audio-visual materials effective in presenting course theory and procedures?
3. Are the student evaluation techniques (assignments, clinical evaluations, and examinations) meeting the course objectives?
4. Are the skills of the course instructors (college and health care agency) effective in implementing the course content?

B. Time of Evaluation

The evaluation is conducted at the conclusion of each course.

C. Purpose of Evaluation

Feedback from these evaluations is used to revise the course content and improve the teaching effectiveness of the instructors.

CHAPTER FOUR

GRAPHIC SUMMARY OF NURSING ASSISTANT PROGRAM

Task and Responsibility Charts

Time, Task, and Responsibility Charts

TASK AND RESPONSIBILITY CHART

T A S K

<u>FACULTY</u>		<u>ADMINISTRATIVE</u>		<u>RESPONSIBLE</u>	<u>PRE-PLANNING TO ORGANIZE N.A. PROGRAM</u>	<u>SELECTION OF COLLEGE INSTRUCTOR</u>	<u>DEVELOP N.A. CURRICULUM (ALL COURSE MATERIALS)</u>	<u>DEVELOP CONTRACT FOR AGENCIES</u>	<u>SELECT HEALTH CARE AGENCY</u>	<u>ORIENT AGENCIES</u>	<u>SELECT AGENCY INSTRUCTOR</u>
<u>HEALTH CARE AGENCY INSTRUCTOR</u>	<u>COLLEGE INSTRUCTOR</u>	<u>HEALTH CARE AGENCY LEVEL</u>	<u>COLLEGE LEVEL</u>								
			X								
			X								
	X										
			X								
	X										
			X								
											X

TASK AND RESPONSIBILITY CHART

T A S K



<u>FACULTY</u>		<u>ADMINISTRATIVE</u>		RESPONSIBLE	RECRUIT STUDENTS	DECIDE ON CLASS TIME IN AGENCY	STUDENT REGISTRATION	TEACH FORMAL CLASS SESSIONS	DO CLASS DEMONSTRATIONS	CLINICAL EVALUATION OF STUDENTS	COMPUTE STUDENT GRADES
HEALTH CARE AGENCY INSTRUCTOR	COLLEGE INSTRUCTOR	HEALTH CARE AGENCY LEVEL	COLLEGE LEVEL								
X		X									
X		X									
	X						X				
	X										
X											
X											
	X										






TASK AND RESPONSIBILITY CHART

T A S K

<u>FACULTY</u>		<u>ADMINISTRATIVE</u>		RESPONSIBLE	AGENCY MIDTERM EVALUATION	SIGN CERTIFICATES OF COMPLETION	GRADUATION OF STUDENTS	FINAL EVALUATION OF COURSE BY AGENCY	COURSE REVISIONS
HEALTH CARE AGENCY INSTRUCTOR	COLLEGE INSTRUCTOR	HEALTH CARE AGENCY LEVEL	COLLEGE LEVEL						
			X						
	X		X						
X		X							
X		X							
	X								



TIME*, TASK, AND RESPONSIBILITY CHART I.
















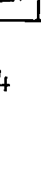






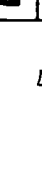






















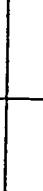






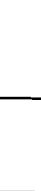
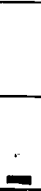
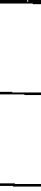

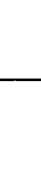


ADMINISTRATIVE RESPONSIBILITIES
 College Level
 Health Care Agency Level

T A S K	July		Aug.		Fall Quarter Sept. Oct. Nov. Dec.				Winter Quarter Jan. Feb. Mar.			Spring Quarter Apr. May June				
	1. Contact Health Care Agency for N.A. Course															
2. Orient selected Health Care Agencies to N.A. Course																
3. Recruit students																
4. Registration of students (week before quarter begins)																
5. Duration of quarter																
6. Midterm evaluation of course in agency																
7. Signing of N.A. Course Certificates of Completion																
8. Graduation Ceremony - Certificate presentation																
9. Final evaluation of N.A. Course by agency																

(* Time Charts based on academic quarter system - 12 weeks per quarter)

TIME*, TASK, AND RESPONSIBILITY CHART II.

INSTRUCTOR RESPONSIBILITIES
 College Level
 Health Care Agency Level

T A S K	July - Aug.		Fall Quarter Sept. Oct. Nov. Dec.				Winter Quarter Jan. Feb. Mar.			Spring Quarter Apr. May June		
1. Develop course content												
2. Develop handouts												
3. Develop clinical evaluations												
4. Develop examinations												
5. Order textbooks												
6. Organize audio-visual materials												
7. Recruit students												
8. Teach the course												
9. Do class demonstrations												
10. Do clinical instruction and evaluation												
11. Responsible for grading:												
a. assignments												
b. examinations												
c. clinical experience												
d. final course grade												
12. Graduation ceremony												
13. Final course evaluation by agency												

(* Time Charts based on academic quarter system - 12 weeks per quarter.)



FOOTNOTES

¹De Anza College Catalogue, 1974-1975, p. 7.

²Harriet Schutte, Management Information Study of Nursing Education, Santa Clara County, California, Final Report. Allied Health Manpower Council of Santa Clara County, California, June 30, 1972, p. 21.

³"American Nurses' Association's First Position on Education for Nursing," American Journal of Nursing, LXV (December, 1965), p. 108.

⁴Beverly W. DuGas, Kozier-DuGas' Introduction to Patient Care (Philadelphia: W. B. Saunders Co., 1972).

⁵Mary J. Leake, A Manual of Simple Nursing Procedures (Philadelphia: W.B. Saunders Co., 1971).

⁶p. cit., De Anza College Catalogue, p. 7.

⁷Harriett Armstrong, "Guidelines for Nurse's Aides," Nursing '74, IV (March, 1974), p. 68.

⁸Elizabeth Kübler-Ross, On Death and Dying (New York: Collier-MacMillan, LTD, 1969).

⁹Frederick J. McDonald, Educational Psychology (Belmont: Wadsworth Publishing Co., 1966), pp. 482-489.

APPENDICES

- A. Guidelines for the Implementation of the Nursing Assistant Course, Nursing 51A, pp. 49-52.
- B. Course Description, pp. 53-54.
- C. Recruitment Flyer, p. 55.
- D. Module Time-Table, p. 57.
- E. Pre-Tests, pp. 59-60.
- F. Reference Books, p. 61.
- G. Sample of Module Materials, pp. 63-65.
 - 1) Module 1 Teaching Outline
 - 2) Module 1 Clinical Evaluation
- H. Assignment Guides, pp. 67-68.
- I. Equipment List, p. 69.
- J. Audio-Visual List, p. 71.
- K. Educational Materials, pp. 73-74.
- L. Certificate of Completion, p. 75.
- M. Evaluation Questionnaire, pp. 77-80.
- N. Statistics of Nursing Assistant Course -- Pilot Year, 1973-74, pp. 81-82.
- O. De Anza Nursing Assistant Course Syllabus, p. 83.

DE ANZA COLLEGE
OFFICE OF CONTINUING EDUCATION
NURSING ASSISTANT PROGRAM

GUIDELINES FOR THE IMPLEMENTATION OF THE
NURSING ASSISTANT COURSE - NURSING 51A

- I. PRE-PLANNING BETWEEN DE ANZA COLLEGE AND HEALTH CARE AGENCY
 - A. De Anza College will provide a nursing instructor from Continuing Education to conduct the formal class sessions and do some clinical instruction. The college instructor will also provide supplemental audio-visual materials and other teaching aids.
 - B. The Health Care Agency will select a qualified agency nursing instructor to assist with class demonstrations and supervise students clinically.
 - C. The Health Care Agency nursing instructor will need to obtain a California Community College Limited Service Temporary Credential. Application for this credential will be arranged through De Anza College.
 1. Requirements for this credential:
 - a. Person shall hold a current, valid license to practice as a professional nurse in the State of California.
 - b. Person shall meet Community College Instructor Requirements and State of California Department of Professional and Vocational Standards for Faculty Appointment.
 1. If you have a B.A. degree, 2 years of experience is required.
 2. If you have an A.A. degree, 4 years of experience is required.
 3. If you have no degree, 6 years of full-time experience is required and two of these years need to have been within the last three years.
- II. ORGANIZING THE NURSING ASSISTANT COURSE IN THE HEALTH CARE AGENCY
 - A. The Nursing Assistant Course is one De Anza College Quarter (12 weeks) in length.
 - B. All of the course, classes and clinical experience will be held at the Health Care Agency.
 - C. Provision for funds for books, school tuition fees, etc. will be at the discretion of the Health Care Agency.

- D. At the completion of the course, an evaluation of the course will be conducted (form provided by the college).
- E. Student matters:
 - 1. Students must be employees of the participating Health Care Agency.
 - 2. Students must demonstrate reading and writing skills in English and have minimal mathematic ability.
 - 3. Registration will be handled as De Anza College Extended Campus and will be conducted at the Health Care Agency prior to the course starting date.
 - 4. The initial enrollment can be no less than 15 students due to minimum class size requirements of De Anza College.
 - 5. The maximum number of students enrolled in an agency will be limited to 30 students to assure appropriate clinical supervision and accomplishment of the course objectives.
 - 6. Upon satisfactory completion of Nursing 51A, the student will receive a "Certificate of Completion for a Nursing Assistant Program" from De Anza College. In addition to earning this certificate, students who desire to complete the prerequisites for either the Licensed Vocational Nurse or Registered Nurse programs at De Anza College will be considered for admission to the nursing career ladder.

III. RESPONSIBILITIES OF THE HEALTH CARE AGENCY ADMINISTRATOR

- A. Support of the course at your agency:
 - 1. Selection of class time:
 - a. There are four hours of formal class per week.
 - b. Decide on the best time to hold class at your agency.
 - 2. Classroom space needs to be available for the four hours of class each week. It is desirable to have a blackboard available for use by the instructor.
 - 3. The nursing assistants attending the course need to be excused from approximately one to two hours of their scheduled work shift twice a week to attend class. Provisions need to be made for coverage of the nursing units while the students are in class.
- B. Time needs to be set aside for the agency nursing instructor to attend the four hours of formal class each week, to prepare for class demonstrations, and to conduct the clinical supervision of the students.
 - 1. It is recommended that two hours be allotted for preparation for class each week.

2. There are twelve hours of clinical supervision of students each week. (Other licensed nursing personnel or nursing supervisors can assist with the clinical supervision and evaluations.)
3. The total time of involvement for the agency instructor would vary depending on the number of students requiring clinical supervision and evaluation. A projected time allotment is as follows:

2 hours for class preparation 1 week
 4 hours of class 1 week
 12 hours plus of clinical supervision 1 week

 18 hours (plus additional clinical time) per week

IV. ROLE OF THE HEALTH CARE AGENCY DIRECTOR OF NURSING

- A. Support of the course at your agency:
 1. Decide on the best time to hold the formal class sessions.
 2. Make provisions to cover the nursing units while the students attend class.
 3. Allot your agency instructor the necessary time to prepare for and attend class and conduct the clinical supervision.
- B. It is recommended that you attend several classes to see how the course is going.
- C. If other licensed nursing personnel will be supervising students clinically, it is recommended that they also attend several classes to see what is happening in the course.

V. ROLE OF THE HEALTH CARE AGENCY NURSING INSTRUCTOR

- A. Recruit and select the students for the course (see student requirements under part II. E.).
- B. Attend all the formal class sessions (4 hours each week). It will be helpful if you read the required readings for each module as specified on the Teaching Outline.
- C. See to it that the classes start on time (can announce over the loud-speaker that class is ready to start).
- D. Take attendance at each class (attendance sheets are provided by the college). Turn these attendance sheets into the college coordinator on a monthly basis.
- E. Assist with and/or do the demonstrations of procedures. Supervise the student return demonstrations (either in the classroom or in the clinical area).

- F. Handle the distribution of the reference materials (resource books and xeroxed articles). All materials belonging to the college (reference textbooks and articles) must be returned to the college coordinator at the completion of the 12-week course. The agency will replace any lost materials.
- G. Proctor will correct the module examinations. Return the corrected student answer sheets and examinations to the college coordinator promptly.
- H. Complete a clinical evaluation on each student for the designated modules. (Clinical evaluation forms are provided by the college.) The college coordinator will assign grades to the clinical evaluations.

VI. ROLE OF THE DE ANZA COLLEGE NURSING INSTRUCTOR

- A. Conduct the formal class sessions (four hours) each week.
- B. Will be available for a limited amount of clinical instruction.
- C. Will bring a set of reference books for use by the students during the course. The agency is responsible for the disbursement of these books to the students and must replace any lost during the duration of the course.
- D. Will bring the required and supplementary reading articles for each module. The agency will duplicate these articles and make them available to the students.
- E. Will bring the audio-visual materials and other teaching aids (worksheets, pamphlets, etc.) to be used to implement the course content.
- F. Will provide the following forms used during the course:
 - 1. Attendance sheets
 - 2. Module clinical evaluations
 - 3. Module examinations and answer sheets
 - 4. Course evaluations
- G. Will evaluate students' academic progress
 - 1. Module assignment grades
 - 2. Module clinical evaluation grades
 - 3. Module examination grades
 - 4. Will compute the final course grades
- H. Will conduct the final course evaluation to be done by all those involved with the Nursing Assistant Course (Administrator, Director of Nursing, Agency Instructor, students, and any other licensed nursing personnel who would like to give feedback as to their feelings and observations on the course).

DE ANZA COLLEGE
OFFICE OF CONTINUING EDUCATION
DEPARTMENT OF NURSING

NURSING ASSISTANT COURSE DESCRIPTION

NURSING 51A

8 Units

I. Overview of Course:

This course is designed to provide the student with an integrated study of the principles and practices of basic nursing. Human and health needs of both well and ill persons are considered. Mental health concepts are included. Practice and supervision in basic nursing care is provided.

II. Prerequisites:

- A. Employment in participating Health Care Agency.
- B. California resident for one year to meet community college admission requirements.

III. Expected Outcomes:

- A. Upon completion of this course the student should be able to:
 1. Plan, give, and evaluate basic nursing care to meet the patient's needs for daily hygiene and comfort.
 2. Demonstrate principles of medical asepsis.
 3. Identify beginning communication skills and demonstrate them with selected patients.
 4. Observe, report, and record obvious physiological and psychological deviations from normal.
 5. Plan in cooperation with other health team members in meeting the patient's needs.

IV. Schedule:

4	hours instruction per week
<u>12</u>	hours of supervision/return demonstration per week
16	hours

V. Fees:

- A. De Anza College registration fee of \$3.00. The fee is to be paid at the time of registration.

VI. Text - Printed Course Syllabus:

- A. Modules and related materials/procedures to be completed in the course.
1. Module 1 - Hygiene and Medical Asepsis - 3 weeks
 2. Module 2 - Observational Skills - 2 weeks
 3. Module 3 - Beginning Communications Skills - 2 weeks
 4. Module 4 - Long Term Care & Nutritional Needs - 3 weeks
 5. Module 5 - Developmental Tasks - 1 week

VII. Syllabus and Textbook:

- A. Printed Course Syllabus - only available at De Anza Bookstore.
- B. DuGas, Beverly W., Introduction to Patient Care. Philadelphia, W.B. Saunders Co., 1972.
- C. Selected readings for each module will be identified and xeroxed. copies will be made available.

VIII. Student Materials:

- A. Prescribed uniform of participating agency.
- B. Notebook and writing materials.
- C. Printed Course Syllabus - required. Cost: \$9.00
- D. Textbook - DuGas, Introduction to Patient Care - recommended. Cost: \$9.00

IX. Course Requirements:

- A. Regular attendance - maximum of 4 hours (excused absences) without need for makeup from lecture or audio-visual materials.
- B. Contribution to class discussions.
- C. Completion of all written or practice assignments.
- D. Satisfactory performance in the clinical area.

X. Course Evaluation:

- A. Attainment of course objectives will be assessed on the basis of student performance in the following manner:
1. Evaluation of clinical performance.
 2. Module written assignments.
 3. Module written examinations.
- B. "Certificate of Completion" as a nursing assistant will be awarded students who maintain a "C" or higher grade in written exams and a "C" or higher in clinical performance.
- C. Grades and the certificate will be discussed at the first meeting.

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

A college credit course, specifically designed for the Nursing Assistant in Skilled Nursing Facilities, will begin at our agency September 9, 1974 for 12 weeks. Our hospital in cooperation with De Anza College School of Nursing is offering this Nursing Assistant Course. The classes and the on-the-job training make this an unbeatable opportunity to:

1. LEARN on-the-job.
2. EARN 8 units of De Anza College credit and receive a Nursing Assistant Certificate upon completion of the course.
3. INCREASE your job satisfaction.

REGISTRATION: Week of September 9, 1974.
Day and time to be announced.

TO ENROLL SEE:

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

TIME SCHEDULE FALL QUARTER - 1974

DATE	COMPLETED	NOT COMPLETED	COMMENT
Sept. 9 - Mon. - Registration (W.E.) * Orientation			
Sept. 10 - Tues. - Registration (W.E.) Orientation			
Sept. 11 - Wed. - Registration (W.E.) Orientation			
Sept. 12 - Thurs. - Registration (W.E.) Orientation			
Sept. 13 - Fri. - Registration (W.E.) Orientation			Credential Info. Due
Sept. 16 - Oct. 4 - Module 1 3 weeks			
Oct. 7 - Oct. 18 - Module 2 2 weeks			
Oct. 21 - Nov. 1 - Module 3 2 weeks			
Nov. 4 - Nov. 22 - Module 4 3 weeks			
Nov. 25 - Dec. 4 - Module 5 1 1/2 weeks			
Dec. 9 - Dec. 13 - Course Evaluation Final Grades Due			

* Work Experience Orientation

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

APPENDIX E

WHERE YOU ARE QUESTIONNAIRE

Name _____

Nursing 51A

Facility _____

DIRECTIONS: THE FOLLOWING STATEMENTS ARE EITHER TRUE (T) OR FALSE (F).
CIRCLE THE CORRECT LETTER (T OR F) IN FRONT OF EACH QUESTION.

- T F 1. It is not always necessary to observe the correct method of hand washing between patients.
- T F 2. All necessary articles for bathing your patient should be taken into the room before beginning the procedure.
- T F 3. One of the principles of good patient care is realization of the mental and emotional needs of your patient.
- T F 4. The rectal temperature is one degree (1°) lower than a temperature taken by mouth.
- T F 5. When taking a pulse, it is important to note the rate, rhythm, and volume of the pulse.
- T F 6. It is all right to take a temperature by mouth if the patient is delirious or unconscious as long as you remain with the patient.
- T F 7. In taking a pulse, you can place your thumb lightly over the artery.
- T F 8. Given a blood pressure 120/80, the diastolic pressure is 120.
- T F 9. One way to prevent skin breakdown is by massaging the patient's skin over bony prominences.
- T F 10. In measuring, a 1000cc = one liter.
- T F 11. Cleaning the patient's teeth and oral cavity is necessary only during early AM care or whenever you get around to doing it.
- T F 12. When a patient is receiving oxygen, it does not matter if someone is smoking in the same room.
- T F 13. Bedsores are usually caused by impaired circulation resulting from pressure on an area.
- T F 14. It is not necessary to explain to your patient what procedure you are about to perform.
- T F 15. If there is any doubt about the sterility of an article, consider it as contaminated.

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DE ANZA COLLEGE
NURSING ASSISTANT COURSE

ABBREVIATION QUESTIONNAIRE

Nursing 51A

NAME: _____

FACILITY: _____

DIRECTIONS: CHOOSE THE WORD (ABBREVIATION) IN GROUP II THAT MATCHES THE DEFINITION IN GROUP I AND WRITE THE CORRECT NUMBER IN THE SPACE PROVIDED. USE EACH NUMBER ONLY ONCE.

	<u>GROUP I</u>	<u>GROUP II</u>
____ 1.	At once	1. q.d.
____ 2.	Before meals	2. B.R.P.
____ 3.	By mouth	3. p.r.n.
____ 4.	Cubic centimeter	4. h.s.
____ 5.	Drop	5. b.i.d.
____ 6.	Every day	6. \bar{c}
____ 7.	Every four hours	7. s.s.
____ 8.	Four times a day	8. q. 4h
____ 9.	Hour of sleep	9. p.o.
____ 10.	Soap solution	10. gtt.
____ 11.	Three times daily	11. q.i.d.
____ 12.	Twice daily	12. stat
____ 13.	Whenever necessary	13. cc.
____ 14.	With	14. t.i.d.
____ 15.	Bathroom privileges	15. a.c.

DE ANZA COLLEGE
NURSING ASSISTANT COURSEREFERENCE BOOKS

- DuGas, Beverly W. Introduction to Patient Care. Philadelphia:
W. B. Saunders Company, 1972
- Kübler-Ross, Elizabeth. On Death and Dying. New York:
The Macmillian Company, 1969
- Leake, Mary J. A Manual of Simple Nursing Procedures. Philadelphia:
W. B. Saunders Company, 1971
- Mayes, Mary E. Abdallah's Nurse's Aide Study Manual. Philadelphia:
W. B. Saunders Company, 1970
- Miller, Benjamin F. and Claire B. Keane. Encyclopedia and Dictionary
of Medicine and Nursing. Philadelphia: W. B. Saunders Company, 1972
- Nordmark, Madelyn T. and Anne W. Rohweder. Scientific Foundations of
Nursing. Philadelphia: J. B. Lippincott Company, 1967
- Robinson, Corrinne H. Basic Nutrition and Diet Therapy. New York:
The Macmillian Company, 1970
- Roe, Anne K. and Mary C. Sherwood. Learning Experience Guides For
Nursing Students. Volumes I, II. New York: John Wiley and Sons, Inc.
1971
- Sutton, Audrey L. Bedside Nursing Techniques. Philadelphia:
W.B. Saunders Company, 1969

Other References:

American Journal of Nursing - A.J.N.RN MagazineNursing MagazineNursing Clinics

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

APPENDIX G

Nursing 51A

MODULE 1
TEACHING OUTLINE - HYGIENE AND MEDICAL ASEPSIS
Three Weeks

Safety considerations and modifications for care of the aged should be included with all topics.

REQUIRED READINGS: The following readings will assist you in achieving the objectives in Module 1. They are available at your agency. You are held responsible for reading as many as needed to cover the objectives.

Books: DuGas, Beverly. Introduction to Patient Care. Philadelphia: W.B. Saunders Company, 1972.

Body Mechanics - pp. 117-131
Safety Measures - pp. 181-189
Charting - pp. 91-96
Asepsis - pp. 196-205
Physical Hygiene - pp. 135-147
Positioning and Bed Making - pp. 150-166
Enema - pp. 327-330

Journals: Foss, Georgia. "Body Mechanics," Nursing 73, III No. 5 (May 1973), pp. 25-32.

Gibbs, Gertrude. "Perineal Care of the Incapacitated Patient," American Journal of Nursing, LXIX No. 1 (January, 1969), pp. 124-125.

Kelly, Mary. "Exercises for the Bedfast Patient," American Journal of Nursing, LXV No. 10 (October, 1965), pp. 2209-2213.

Kerr, Alice. "Nurse's Notes: Making Them More Meaningful," Nursing 72, II No. 9, (September, 1972), pp. 7-11.

Reitz, Marie and Pope, Wilma. "Mouth Care," American Journal of Nursing, LXXIII No. 10 (October, 1973), pp. 1728-1730.

Stafford, Nova. "Bowel Hygiene of Aged Patients," American Journal of Nursing, LXIII No. 9 (September, 1973), pp. 102-103.

- Audio-Visual Materials:
1. Concept Media: Fundamental Concepts of Nursing
 - a) Program I -- "Patient Safety," Part I
 - b) Program II -- "Patient Safety," Part II
 2. Trainex Filmstrips and tapes
 - a) BN 110 -- "Medical Asepsis"
 - b) BN 113 -- "Range of Motion Exercises"

STUDENT ASSIGNMENT: Write out and turn in a copy of the nursing notes of the morning care of one of your patients.

DATE DUE _____

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

WEEKLY SCHEDULE

Nursing 51A

WEEK 1 - Four Hours

- Hour 1 - Orientation
- Hour 2 - Definition of Nursing; Role of the Registered Nurse; Role of the Nursing Assistant; Health Team; Patient's Rights.
- Hour 3 - Patient Safety (Behavioral Objective 1); Audio-Visual - "Patient Safety."
- Hour 4 - Body Mechanics (Behavioral Objectives 2, 3); Charting (Behavioral Objective 4).

WEEK 2 - Four Hours

- Hour 1 - Medical Asepsis; Grooming; Audio-Visual - "Medical Asepsis."
- Hour 2 - Physical Hygiene (Behavioral Objectives 5, 6, 7, 8, 9, 10, 11, 12); Patient Grooming; Bath Demonstration; Skin Care; Oral Care.
- Hour 3 - Range of Motion Exercises (Behavioral Objectives 13, 14); Audio-Visual - "Range of Motion Exercises."
- Hour 4 - Bed Making (Behavioral Objectives 15, 16); Positioning Patients [Bed and Chair] (Behavioral Objectives 17, 18, 19); Restraints (Behavioral Objective 20).

WEEK 3 - Four Hours

- Hour 1 - Patient Transfer Activities [Demonstration] (Behavioral Objectives 21, 22).
- Hour 2 - Procedures [Theory and Demonstration]; Bowel Hygiene [Bedpan] (Behavioral Objectives 23, 24); Enema (Behavioral Objectives 25, 26, 27).
- Hour 3 - Continuation of Hour 2.
- Hour 4 - Module Examination.

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DE ANZA COLLEGE
NURSING ASSISTANT COURSE

MODULE 1 CLINICAL EVALUATION

Students studied safety and comfort measures, basic hygiene, positioning, ROM, and body mechanics.

Student's Name _____

Agency _____

Supervisor _____

Date Due _____

Points to evaluate student on: (check appropriate column)

Points	very good	good	fair	needs to improve	not able to observe
1. Practices safety & comfort measures (bed in low level, assists pt. to BR, side rail up, etc.).					
2. Uses good body mechanics.					
3. Uses aseptic techniques (proper handwashing, does not shake linen, etc.).					
4. Can give complete bed bath with back care and oral hygiene.					
5. Can do ROM exercises.					
6. Can make occupied bed.					
7. Can make unoccupied bed.					
8. Can position patient in good body alignment in a bed.					
9. Can position patient in good body alignment in a chair.					
10. Can demonstrate safe application of patient restraints.					
11. Can safely transfer a patient from the bed to a chair.					
12. Can safely ambulate patients.					
13. Can place bedpan & urinal.					
14. Can demonstrate an enema (knows principles and types of).					

APPENDIX H

DE ANZA COLLEGE
NURSING ASSISTANT COURSE
NURSING CARE PLAN

PATIENT'S INITIALS: _____

NAME _____

PERTINENT CLINICAL AND SOCIAL INFORMATION:

MEDICAL DIAGNOSIS:

NURSING DIAGNOSIS:

NURSING CARE GOALS:

PATIENT NEEDS	PLAN FOR NURSING INTERVENTION	RATIONALE FOR NURSING INTERVENTION (Footnote)	EVALUATION OF CARE

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

PROCESS RECORDING OF A NURSE-PATIENT COMMUNICATION

Patient's Initials: _____

Patient's Diagnosis: _____

Student's Name _____

Agency: _____

Date Due: _____

Patient Communication (Verbal and Non-Verbal)	Nursing Assistant's Communication (Verbal and Non-Verbal)	Evaluation of the Nurse-Patient Communication

DE ANZA COLLEGE
NURSING ASSISTANT COURSEEQUIPMENT NEEDED FOR PROGRAM

Four sets of the following equipment are needed to facilitate classroom teaching (one set for each instructor).

1. Hygiene and Medical Asepsis
 - a. Enema equipment
2. Observational Skills
 - a. Thermometer
3. Beginning Communication Skills
 - a. None
4. Long-Term Care and Nutritional Needs
 - a. Oxygen equipment
 - 1) oxygen mask
 - 2) nasal cannula
 - 3) nasal catheter
 - b. Urinary catheters
 - 1) Foley catheter
 - 2) straight catheter
 - c. Foley drainage bag and collection tubing
5. Developmental Tasks
 - a. None

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

APPENDIX J

AUDIO-VISUAL LIST

1. Hygiene and Medical Asepsis
 - a. Concept Media: Fundamental Concepts of Nursing*
 - 1) Program I -- "Patient Safety," Part I
 - 2) Program II -- "Patient Safety," Part II
 - b. Trainex Filmstrips and tapes**
 - 1) BN 110 -- "Medical Asepsis"
 - 2) BN 113 -- "Range of Motion Exercises"
2. Observational Skills
 - a. Trainex filmstrips and tapes
 - 1) BN 101 -- "Blood Pressure"
 - 2) BN 105 -- "Temperature, Pulse, and Respiration"
3. Beginning Communication Skills
 - a. Trainex filmstrips and tapes
 - 1) PC 294 -- "Verbal Barriers to Communication"
 - 2) PC 295 -- "Non-Verbal Barriers to Communication"
4. Long-Term Care and Nutritional Needs
 - a. Concept Media: Perspectives on Aging
 - 1) Program II -- "Physical Changes and Their Implications"
 - 2) Program IV -- "The Confused Person: Approaches to Reorientation"
 - b. Concept Media: Fundamental Concepts of Nursing
 - 1) Program V -- "Limited Activity," Part I
 - 2) Program VI -- "Limited Activity," Part II
5. Developmental Tasks
 - a. Concept Media: Perspectives on Dying
 - 1) Program II -- "Psychological Reactions of the Dying Person"
 - b. Trainex filmstrips and tapes
 - 1) BH 117 -- "Care of the Dying Patient"

* Concept Media, 1500 Adams Avenue, Costa Mesa, California 92626

** Trainex Corporation, Subsidiary of Medcom Inc., 12601 Industry Street, Garden Grove, California 92641

EDUCATIONAL MATERIALS

1. Pamphlets:

a. Hygiene and Medical Asepsis

1) "Step Up To Foot Health"

American Podiatry Association
20 Chevy Chase Circle N.W.
Washington, D.C. 20015

2) "Nurse's Aid To Understanding Constipation"

C.B. Fleet Company, Inc.
Lynchburg, Virginia 24505

b. Observational Skills

1) "The Heart and Blood Vessels"

American Heart Association Pamphlet

2) "Your Blood Pressure"

American Heart Association Pamphlet

3) "Your Heart and How It Works" 8X11 Sheet

American Heart Association

c. Beginning Communication Skills

None

d. Long-Term Care and Nutritional Needs

1) "Many Happy Returns"

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

2) "Guide to Good Eating" 3X5 Chart

National Dairy Council

3) "Exercises For The Elderly"

Armour Pharmaceutical Company
P.O. Box 1022
Chicago, Illinois 60690

4) "The Fitness Challenge in The Later Years"

U.S. Department of Health, Education, and Welfare
Office of Human Development
Administration on Aging
Washington, D.C. 20201

e. Developmental Tasks

1) "Reduce Your Risks of Heart Attack"

American Heart Association Pamphlet

2) "Facts About Strokes"

American Heart Association Pamphlet

3) "Strokes - A Guide For The Family"

American Heart Association Pamphlet

2. "Rehabilitation in the Nursing Home"

Roche Laboratories
Division of Hoffmann-La Roche Inc.
Nutley, New Jersey 07110

This is a seven-part series of booklets (student and supervisor's guide) and tapes available free from Roche Laboratories.

DE ANZA COLLEGE
Foothill Community College District

BIOLOGICAL AND HEALTH SCIENCE DIVISION

DEPARTMENT OF NURSING

AWARDS A

CERTIFICATE OF COMPLETION

TO

FOR A

NURSING ASSISTANT PROGRAM

This certificate has been awarded for satisfactory completion of 192 hours of college course work and supervised experience in Nursing Assisting required by Nursing 51A at De Anza College.

DURING THE
1973-74 SCHOOL YEAR

Department Head, Nursing
Instructor, Nursing Assistant Program

Biological and Health Sciences Chairman
Dean of Continuing Education

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

APPENDIX M

Nursing 51A

NURSING ASSISTANT COURSE EVALUATION QUESTIONNAIRE

Please answer those questions
that are applicable to your
involvement in the Nursing
Assistant Program.

Name (optional) _____

Agency _____

Position _____

-
1. What was the primary objective for your support of this program?
 - a. Improve nursing care _____
 - b. Recruitment of aides _____
 - c. Reduce turnover _____
 - d. Other _____

 2. Has this program met your primary objective?
 - a. Yes _____
 - b. No _____
 - c. Comment _____

 3. Would you be willing to participate again? Yes _____ No _____
 - a. If yes, once a school year _____ Fall _____ Winter _____ Spring _____
 - b. Comment _____

 4. Please evaluate the time schedule for classes:
 - a. Adequate _____
 - b. Too much time _____
 - c. Too little time _____
 - d. Interferes with flow of nursing care in agency _____
 - e. Comment _____

 5. What were your feelings on the Audio-Visual Materials?
 - a. Beneficial _____
 - b. Comments _____

6. Can you see improvements in the aides who have taken the course?

a. Yes _____

b. No _____

c. Comments _____

7. Were the following objectives accomplished by the majority of students?

Objectives	very good	good	fair	needs to improve	not able to observe
1. The student can demonstrate safety and comfort measures in positioning and hygienic care of the aged.					
2. The student can accurately take and evaluate vital signs.					
3. The student can identify the nutritional needs of the aged.					
4. The student can identify symptoms of abnormal behavior in the aged.					

Comments _____

8. This question pertains to the Modules and course content. Please evaluate each module as follows:

MODULE 1 - Hygiene and Medical Asepsis

	Lecture/Disc.	A.V. Material	Readings	Hand-outs
Pertinent				
Adequate				
Too Much				
Too Little				
Not Necessary				
Comments				

MODULE 2 - Observational Skills

	Lecture/Disc.	A.V. Material	Readings	Hand-outs
Pertinent				
Adequate				
Too Much				
Too Little				
Not Necessary				
Comments				

MODULE 3 - Beginning Communication Skills

	Lecture/Disc.	A.V. Material	Readings	Hand-outs
Pertinent				
Adequate				
Too Much				
Too Little				
Not Necessary				
Comments				

MODULE 4 - Long-Term Care and Nutritional Needs

	Lecture/Disc.	A.V. Material	Readings	Hand-outs
Pertinent				
Adequate				
Too Much				
Too Little				
Not Necessary				
Comments				

MODULE 5 - Developmental Tasks

	Lecture/Disc.	A.V. Material	Readings	Hand-outs
Pertinent				
Adequate				
Too Much				
Too Little				
Not Necessary				
Comments				

9. Do you feel any of these Modules should be eliminated?

- | | | |
|--|-----------|----------|
| a. Module 1 - Hygiene and Medical Asepsis | Yes _____ | No _____ |
| b. Module 2 - Observational Skills | Yes _____ | No _____ |
| c. Module 3 - Beginning Communication Skills | Yes _____ | No _____ |
| d. Module 4 - Long-Term Care and Nutritional Needs | Yes _____ | No _____ |
| e. Module 5 - Developmental Tasks | Yes _____ | No _____ |

10. Further comments:

DE ANZA COLLEGE
NURSING ASSISTANT COURSE

APPENDIX N

NURSING ASSISTANT COURSE STATISTICS

	<u>1973 - 1974</u>
1. Total number of students registered	203
2. Total number of students completing course	132 (65%)
3. Attrition rate for the school year	71 (35%)
4. Total number of Certificates earned	128 (97%)
5. Total number of students who failed	4 (3%)
6. Total number of students who left their agency (as of 6/74 none left for an acute setting)	15 (11%)
7. Total number of students expressing desire to continue education in health field	56 (42%)
8. Students admitted to the De Anza LVN Program for fall of 1974	7 (6%)

BREAKDOWN OF STUDENT COMPOSITION

<u>FALL QUARTER</u>	<u>WINTER QUARTER</u>	<u>SPRING QUARTER</u>
Total Registered - 66	Total Registered - 73	Total Registered - 64
Attrition - 31	Attrition - 22	Attrition - 18
Total Completing - 35	Total Completing - 51	Total Completing - 46
Male Students - 2	Male Students - 7	Male Students - 1
Female Students - 33	Female Students - 44	Female Students - 45
Asian Students - 1	Asian Students - 3	Asian Students - 0
Black Students - 1	Black Students - 5	Black Students - 1
Spanish Students - 5	Spanish Students - 8	Spanish Students - 6
Caucasian Students - 28	Caucasian Students - 35	Caucasian Students - 39

ATTRITION RATE FOR THE YEAR

Fall Quarter	- 31 Students	- 47%
Winter Quarter	- 22 Students	- 30%
Spring Quarter	- 18 Students	- 28%
Total Attrition Rate for the year - 71 Students - 35%		

SEX

Male - 10 Students - 8%

Female - 122 Students - 92%

NATIONALITY

Asian - 4 Students - 3%

Black - 7 Students - 5%

Spanish - 19 Students - 15%

Caucasian - 102 Students - 77%

Total Non-Caucasian Students- 30 Students - 23%

BREAKDOWN OF FINAL GRADES

FALL QUARTER

A - 4 (11%)

B - 16 (46%)

C - 12 (34%)

D - 2 (6%)

F - 1 (3%)

WINTER QUARTER

A - 18 (35%)

B - 17 (33%)

C - 15 (30%)

D - 1 (2%)

F - 0

SPRING QUARTER

A - 14 (30%)

B - 21 (45%)

C - 11 (23%)

D - 1 (2%)

F - 0

DE ANZA COLLEGE NURSING ASSISTANT
COURSE SYLLABUS

By

Eleanor Dunkleman
Sharon McClelland

The course syllabus in use the school year 1974-1975 contains all the modules, teaching outlines, and handouts. The syllabus can be purchased from the De Anza College Bookstore, 21250 Stevens Creek Blvd., Cupertino, CA 95014. The cost is approximately 75¢ plus tax.