

## 2010 Mississippi Curriculum Framework

### Postsecondary Health-Care Assistant

(Program CIP-51.3902 – Nurse/Nursing Assistant/Aide and Client Care Assistant)

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### Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline

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## Preface

### *Health-Care Assistant Research Synopsis*

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. Specific journals, articles, and sources were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program include dependability, punctuality, initiative, honesty, willingness to learn, willing and kind attitude toward residents and co-workers, manners, intelligence, and teamwork. Occupational-specific skills stated include personal care skills and safety precautions. Safety practices emphasized include patient safety practices and adhering to OSHA guidelines.

Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. No specific comments related to this program from Advisory Committee members were suggested. No changes were suggested for the curriculum other than updating the supplies and equipment needed for instruction.

### **Curriculum**

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards*
- *21st Century Skills*
- *State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the May 8, 2009 curriculum revision meeting include the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Depth of knowledge level was added at each competency level.
- The reference list was updated.
- The Recommended Tools and Equipment list was updated.

### **Assessment**

Students will be assessed using the *National Nurse Aide Assessment Program (NNAAP™) Examination*.

### **Professional Learning**

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard site

- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html), and click on Differentiated Instruction. Work through this online course, and review the additional resources.

## Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
  - Vocational–technical core – A required vocational–technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  - Vocational–technical elective – An elective vocational–technical course
  - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
  - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
  - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
  - Corequisites – A listing of courses that may be taken while enrolled in the course
  - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours                      Math/Science Elective
  - 3 semester credit hours                      Written Communications Elective
  - 3 semester credit hours                      Oral Communications Elective
  - 3 semester credit hours                      Humanities/Fine Arts Elective
  - 3 semester credit hours                      Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as baseline competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community or junior college is asked to give assurances that:
  - Students who can demonstrate mastery of the baseline competencies do not receive duplicate instruction, and
  - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the baseline competencies are to:
  - Assist community and junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The baseline competencies may be taught as special introduction courses for 3–6 semester hours of institutional credit, which will not count toward associate degree requirements. Community and junior colleges may choose to integrate the baseline competencies into ongoing courses in lieu of offering the introduction courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Integrating baseline competencies from associated high school programs.

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.



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## Program Description

The Health-Care Assistant Program prepares the individual to assist in providing health care as a member of the health-care team under the direction of a health-care professional. This curriculum references standards based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline.

Graduates of the one-semester program will be awarded the Certificate of Health-Care Assistant. Students who complete the program may qualify for employment as Homemakers, Nurse Assistants, Long-Term Care Aides, or Home Health Aides in the Mississippi health-care industry.

The program has been designed in modular format to allow sequential scheduling over a semester, or it may be blocked into a short course format. Exit points are provided to allow employment as a Long-Term Care Aide after completion of the Nurse Assistant Core and Homemaker/Home Health Aide after completion of the Nurse Assistant Core and Homemaker/Home Health Aide course of study.

**Suggested Course Sequence\***  
**Health-Care Assistant\*\***

- 5 sch Basic Health-Care Assisting (HCA  
1115)
- 4 sch Body Structure and Function (HCA  
1214)
- 5 sch Special Care Procedures (HCA  
1125)
- 2 sch Home Health Aide and Homemaker  
Services (HCA 1312)

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16 sch total

## Health-Care Assistant

**Course Name:** Basic Health-Care Assisting

**Course Abbreviation:** HCA 1115

**Classification:** Vocational–Technical Core

**Description:** This course includes orientation to program policies, developing employability and job-seeking skills, applying legal aspects of health care, applying safety considerations, communication and observation skills, medical terminology, and basic health care procedures. (5 sch: 2 hr. lecture, 4 hr. lab, 3 hr. clinical)

**Prerequisite:** None

| <b>Competencies and Suggested Objectives</b> |  |
|--|--|
| 1.   | Develop employability skills. <sup>HCA 6, HCA 7, HCA 8, HCA 9</sup> <ol style="list-style-type: none"> <li>a. Describe purposes of health-care facilities.</li> <li>b. Discuss responsibilities of health-care team members.</li> <li>c. Interpret role limitations of the health-care assistant.</li> <li>d. Maintain personal hygiene.</li> <li>e. Utilize interpersonal communication skills.</li> <li>f. Utilize coping skills.</li> </ol>   |
| 2.   | Demonstrate job-seeking skills. <sup>HCA 6</sup> <ol style="list-style-type: none"> <li>a. Prepare a cover letter and resume.</li> <li>b. Complete a job application form.</li> <li>c. Demonstrate the role of an applicant in a job interview.</li> <li>d. Prepare a resignation letter.</li> </ol>   |
| 3.   | Explain professional ethics and legal responsibility. <sup>HCA 7, HCA 8</sup> <ol style="list-style-type: none"> <li>a. Explain professional ethics and legal responsibility.</li> <li>b. Discuss negligence, malpractice, abuse, sexual harassment, and neglect.</li> <li>c. Discuss the Code of Ethics.</li> <li>d. Discuss confidentiality, including HIPAA requirements.</li> <li>e. Identify protective services as related to clients.</li> <li>f. Identify clients' rights in all health-care settings.</li> <li>g. Discuss legal guidelines for use of client restraints.</li> </ol> |
| 4.   | Use communication and observation skills in health care. <sup>HCA 6, HCA 7, HCA 8, HCA 9</sup> <ol style="list-style-type: none"> <li>a. Utilize effective communication skills.</li> <li>b. Describe communication techniques with special needs clients.</li> <li>c. Explain the importance of responding to a client's request for assistance in a timely manner.</li> <li>d. Assist client with reality orientation support.</li> <li>e. Recognize, report, and record pertinent client observations.</li> </ol>   |
| 5.   | Recognize and use medical terminology. <sup>HCA 6, HCA 9</sup> <ol style="list-style-type: none"> <li>a. Demonstrate the use of medical references to spell medical terms correctly.</li> <li>b. Identify common abbreviations and their meanings.</li> </ol>  |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>c. Define prefixes, suffixes, and word roots of selected medical terms.</li> <li>d. Translate medical terms and abbreviations into common language.</li> </ul>   |
| 6.  | <p>Recognize safety precautions and procedures. <small>HCA 2, HCA 3, HCA 6, HCA 9</small></p> <ul style="list-style-type: none"> <li>a. Identify personal safety precautions.</li> <li>b. Describe accident prevention guidelines.</li> <li>c. Identify, report, and eliminate hazards.</li> <li>d. Discuss and follow OSHA regulations.</li> <li>e. Identify and report product and equipment defects.</li> <li>f. Discuss oxygen safety.</li> <li>g. Discuss client safety in electrical and fire emergencies.</li> <li>h. Identify safety guidelines for client restraints.</li> </ul>   |
| 7.  | <p>Perform infection control measures. <small>HCA 2, HCA 6, HCA 9</small></p> <ul style="list-style-type: none"> <li>a. Utilize principles of medical asepsis and infection control.</li> <li>b. Adhere to standard precautions.</li> <li>c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HAV, HBV, and TB.</li> <li>d. Demonstrate proper hand-washing technique.</li> <li>e. Demonstrate donning and removing disposable gloves and gown.</li> <li>f. Discuss and perform procedures to clean equipment and washable supplies.</li> <li>g. Discuss and classify isolation precautions.</li> <li>h. Dispose of contaminated material according to approved policy.</li> <li>i. Assist with education of the client and family in medical aseptic techniques.</li> </ul> |
| 8.  | <p>Maintain the client unit. <small>HCA 2, HCA 7</small></p> <ul style="list-style-type: none"> <li>a. Demonstrate bed-making skills to include unoccupied, occupied, and surgical.</li> <li>b. Demonstrate hospital bed positions.</li> <li>c. Discuss specialty beds and/or equipment.</li> <li>d. Maintain a clean and aesthetic environment.</li> <li>e. Maintain client supplies and equipment.</li> </ul>   |
| 9.  | <p>Assist with lifting, moving, and transporting clients. <small>HCA 1, HCA 2, HCA 3, HCA 9</small></p> <ul style="list-style-type: none"> <li>a. Utilize principles of proper body mechanics.</li> <li>b. Transfer the client to and from a bed and chair.</li> <li>c. Position the client in a bed and chair.</li> <li>d. Turn and reposition the client in bed.</li> <li>e. Assist the client in ambulation.</li> <li>f. Assist with transfer of the client using special devices.</li> <li>g. Transport the client by stretcher, wheelchair, and bed.</li> <li>h. Assist with education of the client in proper use of assistive devices.</li> </ul>  |
| 10. | <p>Assist with personal care skills. <small>HCA 1, HCA 2, HCA 3, HCA 4, HCA 5, HCA 6, HCA 7, HCA 9</small></p> <ul style="list-style-type: none"> <li>a. Provide client privacy.</li> <li>b. Assist with dressing/undressing the client.</li> <li>c. Assist with nail care.</li> <li>d. Provide foot care.</li> <li>e. Shampoo the client's hair.</li> <li>f. Provide hair care.</li> <li>g. Shave the client.</li> <li>h. Bathe the client.</li> </ul>   |

- i. Perform oral hygiene.
- j. Assist with care of hearing aids.
- k. Discuss prosthetic care.
- l. Provide perineal care.
- m. Provide skin care.
- n. Give back rub.
- o. Record and report pertinent observations.

## STANDARDS

### *Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline*

- HCA1 The student will be competent in physical care skills in the activities of daily living to include hygiene, dressing and grooming, nutrition and hydration, elimination, and rest/sleep/comfort.
- HCA2 The student will be competent in physical care skills in basic nursing to include infection control, safety/emergency, therapeutic/technical procedures, and data collection and reporting.
- HCA3 The student will be competent in physical care skills in restorative areas to include prevention and self-care/independence.
- HCA4 The student will be competent in psychosocial care skills to include emotional and mental health needs.
- HCA5 The student will be competent in psychosocial care skills to include spiritual and cultural needs.
- HCA6 The student will be competent in the role of the nurse aide in the area of communication.
- HCA7 The student will be competent in the role of the nurse aide in the area of client rights.
- HCA8 The student will be competent in the role of the nurse aide in the area of legal and ethical behavior.
- HCA9 The student will be competent in the role of the nurse aide as a member of the health-care team.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)

- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Special Care Procedures

**Course Abbreviation:** HCA 1125

**Classification:** Vocational–Technical Core

**Description:** This course includes specialized procedures for admitting, transferring, and discharging clients; assisting with diagnostic procedures; assisting with treatments; assisting with elimination needs of clients; assisting in meeting hydration and nutritional needs of the client; basic emergency procedures to include CPR/first aid; and basic knowledge and skills required to care for the long-term-care resident. Safety is emphasized throughout each procedure. (5 sch: 2-hr lecture, 2-hr lab, 6-hr clinical)

**Pre/Corequisite:** Basic Health-Care Assisting (HCA 1115)

| <b>Competencies and Suggested Objectives</b>   |   |
|--|---|
| 1. Admit, transfer, and discharge clients. <small>HCA 2, HCA 6, HCA 7, HCA 9</small>           | <ol style="list-style-type: none"> <li>a. Assist with admission procedures.</li> <li>b. Measure and record client's weight and height.</li> <li>c. Take and record vital signs.</li> <li>d. Collect specimens.</li> <li>e. Complete admission documentation.</li> <li>f. Assist with transferring the client.</li> <li>g. Assist with discharging the client.</li> </ol>  |
| 2. Assist with diagnostic procedures for clients. <small>HCA 2, HCA 6, HCA 9</small>           | <ol style="list-style-type: none"> <li>a. Discuss the procedure for collecting stool specimens.</li> <li>b. Discuss the procedure for testing stool specimen for blood.</li> <li>c. Discuss procedures for collecting various types of urine specimens.</li> <li>d. Discuss common urine tests.</li> <li>e. Discuss the procedure for straining urine.</li> <li>f. Discuss procedures for collecting sputum specimens.</li> </ol>   |
| 3. Assist with treatments for clients. <small>HCA 1, HCA 2, HCA 3, HCA 7, HCA 8, HCA 9</small> | <ol style="list-style-type: none"> <li>a. Discuss procedures for preparing the client for an exam and assisting with the exam.</li> <li>b. Demonstrate application of comfort/protective devices.</li> <li>c. Discuss procedures for caring for the client receiving oxygen therapy.</li> <li>d. Demonstrate heat and cold applications.</li> <li>e. Assist with applying and caring for the client in passive body restraints.</li> <li>f. Apply elastic stockings.</li> <li>g. Assist the client in performing active/passive range-of-motion exercises.</li> <li>h. Assist the client with deep breathing and coughing exercises.</li> <li>i. Assist with caring for the client with drainage tubes.</li> <li>j. Discuss care for the client with hip surgery.</li> <li>k. Discuss assisting the client with a sitz bath.</li> <li>l. Assist with a whirlpool bath.</li> <li>m. Discuss care of the client in traction devices.</li> <li>n. Discuss cast care for the client.</li> </ol> |

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|--|
| <p>4. Assist the client in meeting hydration and nutritional needs. <small>HCA 1, HCA 2, HCA 4, HCA 5, HCA 6, HCA 9</small></p> <ol style="list-style-type: none"> <li>Assist, at the level of need, the client who can feed self.</li> <li>Feed the dependent client.</li> <li>Set up a meal tray for the client with visual difficulty.</li> <li>Assist the client in using specialized eating or drinking dinnerware.</li> <li>Measure and record intake and output.</li> <li>Calculate and record the percentage of dietary intake.</li> <li>Assist with hydration needs of the client.</li> <li>Report significant observations to the supervisor.</li> </ol>   |
| <p>5. Assist with elimination needs of clients. <small>HCA 1, HCA 2, HCA 3, HCA 4, HCA 5, HCA 9</small></p> <ol style="list-style-type: none"> <li>Demonstrate assisting the client with bedpan and urinal.</li> <li>Assist the client to bathroom/bedside commode.</li> <li>Care for the incontinent client.</li> <li>Discuss ostomy care.</li> <li>Discuss and demonstrate indwelling urinary catheter care and drainage system.</li> <li>Discuss changing a leg bag to a drainage bag.</li> <li>Discuss the procedure for applying an external catheter.</li> <li>Assist the client with bowel and bladder training.</li> </ol>   |
| <p>6. Perform basic emergency procedures. <small>HCA 2, HCA 4, HCA 8, HCA 9</small></p> <ol style="list-style-type: none"> <li>Obtain a professional health-care provider CPR card.</li> <li>Identify emergency/potentially hazardous situations.</li> <li>Demonstrate the Heimlich maneuver.</li> <li>Discuss action to control bleeding.</li> <li>Discuss assistance to the burn victim.</li> <li>Discuss assistance to the client with stroke.</li> <li>Discuss assistance to the unconscious client.</li> <li>Discuss assistance to the client in shock.</li> <li>Discuss assistance to the convulsive client.</li> <li>Discuss assistance to the client in confused state or emotional crisis.</li> <li>Discuss assistance to the client who has fallen.</li> <li>Discuss emergency evacuation procedures.</li> </ol>       |
| <p>7. Discuss long-term-care aide activities. <small>HCA 2, HCA 3, HCA 4, HCA 6, HCA 7, HCA 8, HCA 9</small></p> <ol style="list-style-type: none"> <li>Identify the federal requirements for nursing assistants working in a long-term-care facility.</li> <li>Describe the role of the long-term-care aide as a member of the health-care team.</li> <li>Assist in resident assessment.</li> <li>Assist in planning resident care.</li> <li>Monitor environmental safety.</li> <li>Assist in providing restorative activities.</li> <li>Observe, document, and report pertinent observations to the nursing supervisor.</li> <li>Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementias, including Alzheimer's.</li> <li>Discuss rights of the long-term-care resident.</li> </ol> |

**STANDARDS***Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline*

- HCA1 The student will be competent in physical care skills in the activities of daily living to include hygiene, dressing and grooming, nutrition and hydration, elimination, and rest/sleep/comfort.
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- HCA5 The student will be competent in psychosocial care skills to include spiritual and cultural needs.
- HCA6 The student will be competent in the role of the nurse aide in the area of communication.
- HCA7 The student will be competent in the role of the nurse aide in the area of client rights.
- HCA8 The student will be competent in the role of the nurse aide in the area of legal and ethical behavior.
- HCA9 The student will be competent in the role of the nurse aide as a member of the health-care team.

*Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)

- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Concept Media. (2002). *Blood pressure* [CD-ROM]. Irvine, CA: Concept Media.
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Venes, D. (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F. A. Davis.

**Course Name:** Body Structure and Function

**Course Abbreviation:** HCA 1214

**Classification:** Vocational–Technical Core

**Description:** This course includes study of the structure, function, common disorders, and normal aging-related changes of the integumentary, musculoskeletal, nervous, circulatory, respiratory, digestive, urinary, reproductive, endocrine, and sensory systems; stages of human growth and development; and nutritional needs through the life cycle. (4 sch: 3-hr lecture, 2-hr lab)

**Prerequisite:** Basic Health-Care Assisting (HCA 1115)

| <b>Competencies and Suggested Objectives</b>   |   |
|--|---|
| 1. Recognize the structure and function, common disorders, and normal aging-related changes of each organ system. <small>HCA 1, HCA 3, HCA 4</small> | <ol style="list-style-type: none"> <li>a. Describe the structure, function, common disorders, and normal aging-related changes of the integumentary system.</li> <li>b. Describe the structure, function, common disorders, and normal aging-related changes of the musculoskeletal system.</li> <li>c. Describe the structure, function, common disorders, and normal aging-related changes of the nervous system.</li> <li>d. Describe the structure, function, common disorders, and normal aging-related changes of the circulatory system.</li> <li>e. Describe the structure, function, common disorders, and normal aging-related changes of the respiratory system.</li> <li>f. Describe the structure, function, common disorders, and normal aging-related changes of the digestive system.</li> <li>g. Describe the structure, function, common disorders, and normal aging-related changes of the urinary system.</li> <li>h. Describe the structure, function, common disorders, and normal aging-related changes of the reproductive system.</li> <li>i. Describe the structure, function, common disorders, and normal aging-related changes of the endocrine system.</li> <li>j. Describe the structure, function, common disorders, and normal aging-related changes of the sensory system.</li> </ol> |
| 2. Explain stages of normal growth and development throughout the lifespan. <small>HCA 1, HCA 4, HCA 5, HCA 7, HCA 8</small>                         | <ol style="list-style-type: none"> <li>a. Describe stages of human growth and development.</li> <li>b. Identify the client's basic physical and emotional needs using Maslow's hierarchy.</li> <li>c. Utilize actions to meet the client's physical and emotional needs.</li> <li>d. Assist the client with age-related recreational activities and projects.</li> <li>e. Describe the stages of grief.</li> <li>f. Discuss care of the dying client and postmortem care.</li> </ol>  |
| 3. Explain nutrition and hydration needs of all clients. <small>HCA 1, HCA 4, HCA 5, HCA 6, HCA 9</small>  |   |

- a. Identify basic nutritional needs for all age groups.
- b. Describe the types of therapeutic diets.
- c. Serve, set up, and collect the food tray.
- d. Distribute oral fluids as ordered.
- e. Assist the client with dietary selections according to institutional policy.
- f. Provide between-meal nourishment as instructed.
- g. Discuss documentation of nutrition and hydration.

## STANDARDS

### *Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline*

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- HCA4 The student will be competent in psychosocial care skills to include emotional and mental health needs.
- HCA5 The student will be competent in psychosocial care skills to include spiritual and cultural needs.
- HCA6 The student will be competent in the role of the nurse aide in the area of communication.
- HCA7 The student will be competent in the role of the nurse aide in the area of client rights.
- HCA8 The student will be competent in the role of the nurse aide in the area of legal and ethical behavior.
- HCA9 The student will be competent in the role of the nurse aide as a member of the health-care team.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- M8 Percents
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)

- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

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Venes, D. (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F. A. Davis.

**Course Name:** Home Health Aide and Homemaker Services

**Course Abbreviation:** HCA 1312

**Classification:** Vocational–Technical Core

**Description:** This course includes basic knowledge and skills required to care for the homebound client and basic knowledge and skills required to provide homemaker services. (2 sch: 1-hr lecture, 2-hr lab)

**Pre/Corequisite:** All core courses

| <b>Competencies and Suggested Objectives</b> |  |
|--|--|
| 1.   | Discuss home health aide activities. <small>HCA 1, HCA 2, HCA 3, HCA 6, HCA 8, HCA 9</small><br>a. Describe the role of the home health aide as a member of the health-care team.<br>b. Adhere to assigned plan of care.<br>c. Monitor environmental safety.<br>d. Discuss client home management.<br>e. Evaluate nutritional needs of the homebound client.<br>f. Observe, document, and report pertinent observations to the supervisor.<br>g. Describe the Mississippi Protective Laws. |
| 2.   | Discuss homemaker services. <small>HCA 1, HCA 2, HCA 4, HCA 5, HCA 6, HCA 7, HCA 8</small><br>a. Describe the role of the homemaker in providing care services.<br>b. Describe household management.<br>c. Monitor environmental safety.<br>d. Discuss maintenance of a clean environment in the home.<br>e. Perform laundry duties.<br>f. Discuss and plan marketing and meal preparation.<br>g. Recognize emergency situations.  |

**STANDARDS**

*Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline*

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- HCA3 The student will be competent in physical care skills in restorative areas to include prevention and self-care/independence.
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- HCA9 The student will be competent in the role of the nurse aide as a member of the health-care team.

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*Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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- Venes, D. (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F. A. Davis.

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

Bed with Electrical Controls and Side rails (1 per program)  
Bed with Workable Side Rails (1 per 2 students)  
Computer with CD-ROM (1 per 4 students)  
CPR Head, Adult (1 set of 10 per program)  
Dryer (1 per program)  
Electronic Vital Signs Monitor (1 per program)  
Lift, Hoyer, Hydraulic, or Electronic (1 per program)  
Lifts, Uno and Sabina Slings, Small, Medium, Large, Extra Large (1 per program)  
Manikin (adult), Client Care (2 per program)  
Printer, Laser (1 per 2 computers)  
Skeleton, Total Body (1 per program)  
Stretcher (1 per program)  
Torso (1 per program)  
TV, Color Monitor (30-in. minimum) (1 per program)  
VCR/DVD (1 per program)  
Washer (1 per program)

### NON-CAPITALIZED ITEMS

Antiembolism Stockings (TED hose), Large and Extra Large (1 of each size)  
Aids and Wedges, Position (Hand Roll, Roll Belt, Sheepskin, Heel Pads, Egg Crate Mattress) (1 per program)  
Bag, Colostomy  
Bag, Enema  
Bag Cover, Catheter (1 per program)  
Bag, Plastic  
Bag, Vaginal Irrigation  
Barrel, Dirty Linen (1 per program)  
Basin, Bath (10 per program)  
Basin, Emesis (10 per program)  
Bath, Sitz (1 per program)  
Bed Pan, Fracture (5 per program)  
Bed Pan, Regular (5 per program)  
Bedspreads (1 per bed)  
Belt, Gait (2 per program)  
Board, Marker (1 per program)  
Cabinets (to store supplies) (2 per program)  
Call Light Button Simulator (1 per bed unit)  
Cane, Quad (1 per program)  
Cart, Clean Linen (1 per program)  
Cart, Utility (1 per program)

Chair, Commode (1 per program)  
Chair, Geri (1 per program)  
Chair, Shower (1 per program)  
Clock, Wall with Second Hand (1 per program)  
Clothes, Change of, for Maniken  
Containers, Urine and Feces  
Covers, Probe, Digital  
Covers, Glass Thermometer  
Protectors, Clothes (Bib)  
CPR Head, Baby (1 set of 5 per program)  
Curtain, Privacy Ceiling or Wall-Mounted (1 per bed)  
Dentures and Cup (1 set per program)  
Diapers, Cloth, Adult Size Large (1 dozen per program)  
Dispenser, Soap, Wall Mounted (1 per sink)  
Fleets, Enema  
Gloves, Latex or Vinyl  
Gown, Hospital (20 per program)  
Gown, Isolation (10 per program)  
Graduate, Urine  
Lap, Buddy (1 per program)  
Mask, Oxygen  
Mattress, Hospital Bed (1 per bed)  
Pads, Cloth Incontinent (2 per bed)  
Pillows (4 per bed)  
Pillowcases (8 per bed)  
Pitchers, Plastic (10 per program)  
Dinnerware, to Include One Plate, Bowl, Saucer, Cup, Glass (1 place setting per program)  
Restraint, Mitt (1 per program)  
Restraint, Vest (1 per program)  
Restraint, Waist (1 per program)  
Restraint, Wrist (1 sets per program)  
Scale, Physician (Measures Height and Weight) (1 per program)  
Sheets, Fitted (2 per program)  
Sheets, Hospital Bed, Flat Only (2 per bed)  
Sphygmomanometer, Portable, Aneroid (10 per program)  
Sphygmomanometer, Wall Mount (1 per program)  
Stand, Rolling for IV (1 per program)  
Stethoscope, Teaching (1 per instructor)  
Stethoscope (10 per program)  
Supplies, Personal Hygiene: Soap, Lotion, Emery Board, Orange Sticks, Toothpaste, Toothbrush, Dental Floss, Denture Brush, Denture Toothpaste, Lemon Glycerin Swabs, Alcohol Swabs, Safety Razors, Comb, Brush  
Table, Bedside (1 per bed)  
Table, Overbed (1 per bed)  
Thermometer, Bath (1 per program)

Thermometer, Digital (1 per program)  
Thermometer, Glass Oral (1 per program)  
Thermometer, Glass Rectal (1 per program)  
Thermometer, Tympanic (1 per program)  
Towels (2 dozen per program)  
Trays, Food (1 per bed)  
Tray, Shampoo (1 per program)  
Tray with Drainage Bag, Catheter (1 per program)  
Urinal (1 per program)  
Utensils, Knife, Fork, and Spoon (1 set per program)  
Walker (1 per program)  
Wash Cloths (2 dozen per program)  
Walking Cane, Quad (1 per program)  
Wheelchair (1 per program)  
Workstation, Computer (1 per computer)

#### RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

Cabinet, File with Lock, 4 Drawer (2 per program)  
Chart, Anatomy (1 per program)  
Overhead Projector (1 per program)  
LCD Projector (1 per program)  
Laptop Computer (1 per program)  
Copy Machine (1 per program)  
Supplemental Videos (at instructor's request)

## Assessment

### Blueprint

Students will be assessed using the *National Nurse Aide Assessment Program (NNAAP™) Examination*.



## Appendix A: Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline<sup>1</sup>

- HCA1 The student will be competent in physical care skills in the activities of daily living to include hygiene, dressing and grooming, nutrition and hydration, elimination, and rest/sleep/comfort.
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- HCA9 The student will be competent in the role of the nurse aide as a member of the health-care team.

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<sup>1</sup> *State of Mississippi: Nurse aide candidate handbook*. (2008). Retrieved May 6, 2009, from <http://www.asisvcs.com/publications/pdf/072500.pdf>

## Appendix B: Related Academic Standards<sup>2</sup>

### Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)

### Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

### Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

### Language

- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

### Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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<sup>2</sup> CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

## Appendix C: 21st Century Skills<sup>3</sup>

### CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

### CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating one's self within and adapting continually to the nation's evolving economic and business environment

### CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

### CS4 Information and Communication Skills

- Information and media literacy skills: analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

### CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems
- Problem identification, formulation, and solution: ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: developing, implementing, and communicating new ideas to others; staying open and responsive to new and diverse perspectives

### CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, and respecting diverse perspectives
- Self-direction: monitoring one's own understanding and learning needs, locating appropriate resources, and transferring learning from one domain to another
- Accountability and adaptability: exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

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<sup>3</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts