Escondido Union High School District

Certified Nurse Assistant

EUHSD Board Approval Date: 5/16/17
The EUHSD Certified Nurse Assistant curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The course is the capstone course in a series of Patient Care pathway courses designed to meet college and career expectations in the pathway and industry sector. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Module
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for Health Science and Medical Technology and serves to support outcomes evidenced in the College and Career Readiness Standards.

Certified Nurse Assistant Course Description

Certified Nurse Assistant: This course provides entry-level training leading to nurse assistant and home health aide certification. Instruction covers basic nursing skills, medical terminology, basic anatomy and physiology, ethics and safety. Included are classroom, laboratory and clinical experiences. Upon successful completion of both, students are qualified to take the state written and clinical examinations. The Home Health Aide portion of the course consists of 20 hours of theory and 20 hours of clinical work, covering the following topics: Intro to Aide & Agency Role, interpretation of medical and social needs of clients. Personal care services, nutrition, and cleaning and care tasks in the home are covered as well as changing bed linen, preparing meals, assisting in and out of bed, bathing, dressing, and grooming.

Certified Nurse Assistant Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>11-12</td>
</tr>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC approval as a &quot;g&quot; elective</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Board Approval for CTE or Elective Credit</td>
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</tbody>
</table>
| Course Numbers: | Semester A: 6439  
|                 | Semester B: 6440 |
| Credits: | 10 |
| Transcript Abbreviation: | Semester A: CNA A (P)  
|                        | Semester B: CNA B (P) |
| UC/CSU Requirement: | Meets UC approval as a "g" elective |
| Graduation Requirement: | Meets EUHSD Board Approval for CTE or Elective Credit |
| Course Numbers: | Semester A: 6439  
|                 | Semester B: 6440 |
| Credits: | 10 |
| Transcript Abbreviation: | Semester A: CNA A (P)  
|                        | Semester B: CNA B (P) |
| Required Prerequisite/s: | Healthcare Career Fundamentals I A/B and Successful completion of basic reading & math comprehension test is required prior to admission. |
| Recommended Prerequisite/s: | None |
| Industry Sector: | Health Science and Medical Technology |
| Career Pathway: | Patient Care |
| Board Approval Date (Curriculum): | 5/16/17 |
| Board Approval Date (Materials): | |
| Core Instructional Material/s: |  
| Supplemental Instructional Material/s: | Each Module of instruction outlines a variety of instructional resources designed to meet the objectives of the Module. |
| Technology Resource/Assessment/s: | Complete blood pressure set, watch with second hand, gait belt, scrubs  
| Assessment/s: | See the scope and sequence for specific assessments, as outlined within each Module of study. |
The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. The document will be updated annually with input from all stakeholders.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
Certified Nurse Assistant Scope and Sequence
Module 1 – Introduction—Roles and Responsibilities for a CNA

Module Description: Module 1 is designed to introduce the requirements for Nurse Assistant Certification. This includes Title 22, professionalism, ethics, and confidentiality. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher. Module 1 lays a foundation for a student’s understanding of roles and responsibilities of a CNA, Title 22, and requirements for certification in order to support the industry sector as students apply that learning to real world college and career readiness skills in an authentic medical environment. At course culmination, students are required to present a final project the class in either PowerPoint or poster format. The final project will contain all of the key assignments, specific industry sector terminology, and specific notes and references acquired throughout the course.

Anchor Standards – The CTE Anchor standards reflect what students should know and do in a sequential CTE pathway course of study. The Anchor standards may be repeated throughout each unit of study and build upon one another throughout a series of courses.

<table>
<thead>
<tr>
<th>Anchor Standards</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1.0 Academics</strong></td>
<td>(used throughout all Modules of study) Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.</td>
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<tr>
<td><strong>2.0 Communications</strong></td>
<td>(used throughout all Modules of study) Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)</td>
</tr>
<tr>
<td><strong>3.0 Career Planning and Management</strong></td>
<td>(used throughout all Modules of study) Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)</td>
</tr>
<tr>
<td><strong>4.0 Technology</strong></td>
<td>(used throughout all Modules of study) Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment. (Direct alignment with WS 11-12.6)</td>
</tr>
<tr>
<td><strong>5.0 Problem Solving</strong></td>
<td>(used throughout all Modules of study) Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)</td>
</tr>
<tr>
<td><strong>6.0 Health and Safety</strong></td>
<td>(used throughout all Modules of study) Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)</td>
</tr>
<tr>
<td><strong>7.0 Responsibility and Flexibility</strong></td>
<td>(used throughout all Modules of study) Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect</td>
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</table>
personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and common Module settings. (Direct alignment with SLS 9-10, 11-12.1)

8.0 Ethics and Legal Responsibilities (used throughout all Modules of study) Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

9.0 Leadership and Teamwork (used throughout all Modules of study) Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization. (Direct alignment with SLS 11-12.1b)

10.0 Technical Knowledge and Skills (used throughout all Modules of study) Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

11.0 Demonstration and Application (used throughout all Modules of study) Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards (A. Biotechnology/ B. Patient Care / C. Health Care Administrative Services Pathway)

- A2.2 Know the difference between personal, professional, and organizational ethics.
- A2.3 Understand the necessity for accurate documentation and record keeping.
- A8.3 Locate and use Material Safety Data Sheets (MSDS).
- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
- B2.2 Describe basic stages of growth and development.
- B2.3 Recognize common disease and disorders of the human body.
- B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.
- Describe the stands for NA developed by the National Council for State board of Nursing.
- Explain why a job description is important.
- List NA job titles used in some agencies.
- Describe ethical conduct.
- Describe the rules of conduct for NA.
- Explain how to maintain professional boundaries.
- Explain how to prevent negligent acts.
- Give examples of false imprisonment, defamation, assault, battery, and fraud.
- Describe how to protect the right to privacy.
- Explain he correct use of electronic communications.
- Explain the purpose of informed consent.
- Describe elder, child, and domestic abuse.
- Explain your role in relation to wills.

Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.
• B3.0 Know how to apply mathematical computations used in health care delivery system.
• B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).
• B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
• B3.3 Record time using the 24-hour clock.
• B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.
• B4.3 Observe patient actions, interests, and behaviors while documenting responses.
• B4.4 Collect and synthesize information or data about the patient’s symptoms and vital signs.
• B5.1 Use medical terminology in patient care appropriate to communicate information and observations.
• B5.2 Accurately spell and define occupationally specific terms related to health care.
• B5.3 Use roots, prefixes, and suffixes to communicate information.
• B5.4 Use medical abbreviations to communicate information.
• B5.5 Know the basic structure of medical terms.
• B5.6 Demonstrate the correct pronunciation of medical terms.
• B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.
• B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.
• B6.3 Formulate appropriate responses to address the patient’s concerns and questions in a positive manner.
• B6.4 Employ sensitivity and withhold bias when communicating with patients.
• B6.5 Report patient’s progress and response to treatment goals.
• B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.
• B7.1 Demonstrate observation techniques.
• B7.2 Differentiate between normal and abnormal patient health status.
• B7.3 Document the patient findings and report information appropriately.
• B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.
• B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
• B8.1 Explain the principles of body mechanics.
• B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.
• B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.
• B8.4 Evaluate equipment for possible hazards.
• B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.
• B9.0 Implement wellness strategies for the prevention of injury and disease.
• B9.1 Know and implement practices to prevent injury and protect health for self and others.
• B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
• B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).
• B9.4 Know how to access available wellness services (i.e., screening, exams, and immunizations).
• B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.
• B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.
• B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
• B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
• B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.
• B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
• B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).
• B10.5 Practice proper hand hygiene.
• B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.
• B10.7 Document and analyze sanitation and infection control procedures.
• B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
• B11.1 Describe basic emergency procedures used to respond to a hazardous spill.
| B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials. |
| B11.3 Adhere to the health care setting’s waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials). |
| B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action. |
| B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning. |
| B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations. |
| B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system. |
| B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment. |
| B12.4 Follow appropriate guidelines for implementation of various procedures. |
| C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations. |
| C1.1 Understand the specific roles and responsibilities of health care workers, including the health care administrative role of leadership for individuals and the organization within a variety of health care delivery systems. |
| C1.4 Recognize major specific payment systems (e.g., Medicare, Medicaid, Workers Compensation). |
| C1.7 Understand common U.S. models for structuring health care funding (e.g., Health Maintenance Organizations [HMOs], Preferred Provider Organization [PPOs], Managed Care Organization [MCOs], and Independent Physician Association [IPAs]). |
| C2.2 Describe common medical record documentation formats (e.g., Subjective, Objective, Assessment, and Plan [SOAP] notes, admission notes). |
| C7.2 Recognize the critical nature of accurate and complete documentation (e.g., medical allergies, conflicting prescriptions). |
| C7.3 Identify patients accurately using appropriate strategies (e.g., continual verification). |
| C8.3 Follow security guidelines to protect patient data. |
### Strategies for Meeting the Needs of English Learners:

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/cr/documents/eldstndspub2014.pdf](http://www.cde.ca.gov/sp/el/cr/documents/eldstndspub2014.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

### Instructional Resources:

- DVD (Professionalism in the workplace)
- DVD (Your Legal Duty... Reporting Elder and Dependent Adult Abuse/Department of Justice)
- Teacher resources: Elsevier Chapter PowerPoints
Certified Nurse Assistant Scope and Sequence
Module 2 – Patient’s Rights

Module Description: Module 2 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes Title 22, health and safety codes, and the code of federal regulations. This will include the difference between Residents Rights and Patient’s Rights. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

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<tr>
<th>Learning Objectives:</th>
<th>Module Assignments:</th>
<th>Module Assessments:</th>
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</table>
| Students will be able to… | • In Module 2, students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, verbalizing an understanding of Title 22, identifying health and safety codes within the field, and display understanding of the Code of Federal Regulations. | • Chapter Tests 2 from textbook  
• Hands on demonstrations of learning |
| • Define the key terms and abbreviations in Chapter 2.  
• Explain the purpose of the Patient Care Partnership: Understanding Expectations, Rights, and Responsibilities.  
• Describe the purpose and requirements of the Omnibus Budget Reconciliation Act of 1987 (OBRA).  
• Identify the person’s right under OBRA.  
• Explain how to protect the person’s rights.  
• Explain the ombudsman role.  
• Explain how to promote PRIDE (Personal & Professional Responsibility / Rights & Respect / Independence & Social Interaction / Delegation / Teamwork / Ethics & Roles) in the person, the family, and yourself. | • Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.  
• Students will complete the following skills demonstration tests with 100% accuracy:  
  o Knocks at the door before entering  
  o Pulls privacy curtains during personal care  
  o Keeps resident information confidential  
  o Treats resident with respect and dignity  
  o Encourages resident to make choices  
  o Explains procedure to resident | |

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.
<table>
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<tr>
<th>Strategies for Meeting the Needs of English Learners:</th>
<th>Instructional Resources:</th>
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<tbody>
<tr>
<td>- When planning instruction for ELs consider:</td>
<td></td>
</tr>
<tr>
<td>- Emphasis on developing Academic English vocabulary and language structures.</td>
<td>- Teacher resources: Elsevier Chapter PowerPoints</td>
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<tr>
<td>- Accessing prior knowledge.</td>
<td></td>
</tr>
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<td>- Incorporating and valuing home culture of the student.</td>
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<td>- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<tr>
<td>- Opportunities within Modules to work collaboratively (pairs, groups).</td>
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<td>- Rubrics and model/sample papers for tasks involving writing.</td>
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</tbody>
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Certified Nurse Assistant Scope and Sequence
Module 3 – Communication / Interpersonal Skills

**Module Description:** Module 3 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes communications, defense mechanisms, sociocultural factors, resident / caregiver attitudes, and family interaction. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75%.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

### Learning Objectives:

**Students will be able to…**
- Define the key terms and abbreviations in Chapters 7, 9, & 48.
- Explain why health team members need to communicate.
- Describe the rules of good communication.
- Explain the purpose, parts, and information found in the medical record.
- Describe the legal and ethical aspects of medical records.
- List the information you need to report to the nurse.
- List the rules for recording.
- Explain how computers and other electronic devices are used in health care.
- Explain how to protect the right to privacy using computers and other electronic devices.
- Describe how to answer phones.
- Use the 24-hour clock, medical terminology, and medical abbreviations.
- Identify the parts that make up the whole person.
- Explain how to properly address the person.
- Explain Maslow’s theory of basic needs.
- Explain how culture and religion influence health and illness.
- Identify the emotional and social effects of illness.
- Describe the persons cared for in health care agencies.
- Identify the elements needed for good communication.
- Describe how to use verbal and nonverbal communication.
- Explain the methods and barriers to good communication.
- Explain how to communicate with persons who have disabilities or who are comatose.
- Explain why family and visitors are important to the person.
- Identify courtesies given to the person, family, and friends.
- Explain how to communicate with persons who have behavior problems.
- Explain anxiety disorders and defense mechanisms.
- Explain how to promote PRIDE (Personal & Professional Responsibility / Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

### Module Assignments:

- In Module 3 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, verbalizing an understanding the importance of communications between health team, identifying defense mechanisms, sociocultural factors, resident / caregiver attitudes, and display understanding of the importance of family interaction.

### Module Assessments:

- Chapter Tests 7, 9, & 48 from textbook
- Hands on demonstrations of learning
### Strategies for Meeting the Needs of English Learners:

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
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When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

### Instructional Resources:

- Teacher resources: Elsevier Chapter PowerPoints
**Certified Nurse Assistant Scope and Sequence**

**Module 4 – Prevention and Management of Catastrophe and Unusual Occurrences**

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

### Learning Objectives:

**Students will be able to…**

- Define the key terms and abbreviations in Chapters 13 & 14.
- Describe accident risk factors.
- Explain why you identify a person before you give care.
- Explain how to correctly identify a person.
- Describe the safety measures to prevent burns, poisoning, and suffocation.
- Identify the signs and causes of choking.
- Explain how to prevent equipment accidents.
- Explain how to handle hazardous chemicals.
- Identify natural and human made disasters.
- Describe fire prevention measures and oxygen safety.
- Explain what to do during a fire.
- Explain how to protect yourself from workplace violence.
- Describe your role in risk management.
- Perform the procedures described in Chapters 13 & 14.
- Identify the causes and risk factors for falls.
- Describe the safety measures that present falls.
- Explain how to use bed and chair alarms safely.
- Explain how to use bed rails safely.
- Explain the purpose of hand rails and grab bars.
- Explain how to use wheel locks safely.
- Describe how to use transfers/gait belts.
- Explain how to help the person who is falling.
- Explain how to promote PRIDE (Personal & Professional Responsibility / Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

### Module Assignments:

- In Module 4 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, verbalizing an understanding emergencies, general safety rules, fire and disaster plans, roles and procedures for CNA, and patient safety.
- Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.
- Students will complete the following skills demonstration tests with 100% accuracy:
  - Applying postural supports (safety devices)
  - Applying soft wrist/ankle restraint as a safety device
  - Heimlich maneuver for the conscious and unconscious
  - Positioning of call light
  - Demonstrates fire/disaster procedures
  - Handles oxygen safely
  - Use of the fire extinguisher

### Module Assessments:

- Chapter Tests 13 & 14 from textbook
- Hands on demonstrations of learning
**Strategies for Meeting the Needs of English Learners:**

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

**Instructional Resources:**

- Teacher resources: Elsevier Chapter PowerPoints
**Certified Nurse Assistant Scope and Sequence**  
**Module 5 – Body Mechanics**

**Module Description:** Module 5 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes Basic body mechanics, Transfer Techniques, Ambulation, & Proper body mechanics/positioning. Students will be able to assist residents/patients in ambulating (with use of gait belt and/or mechanical lift). They will be able to assist the helpless. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

### Learning Objectives:

**Students will be able to…**

- Define the key terms and abbreviations in Chapters 17, 18 & 19.
- Explain the purpose and rules of body mechanics.
- Identify the risk factors of work related injuries.
- Identify the activities at high risk for work-related injuries including back injuries.
- Explain how to prevent work-related injuries.
- Identify the causes, signs, and symptoms of back injuries.
- Position person in the basic bed positions and in a chair.
- Identify comfort and safety measures when moving a person.
- Describe 5 functional status levels for bed mobility.
- Identify the delegation information needed before moving a person.
- Explain how to prevent work related injuries during transfers.
- Describe 5 functional status levels for transfers.
- Identify comfort and safety levels for transferring the person.
- Explain wheelchair and stretcher safety.
- Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

### Module Assignments:

- In Module 5 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, basic body mechanics, transfer techniques, ambulation, and proper body mechanics/positioning techniques.
- Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.
- Students will complete the following skills demonstration tests with 100% accuracy:
  - Use of gait belt
  - Helping the helpless resident up to the head of the bed with two assistants
  - Turning and positioning the resident
  - Supine
  - Side-lying
  - Use of lift sheet
  - Assisting transfer from chair or wheelchair to bed
  - Mechanical lift

### Module Assessments:

- Chapter Tests 17, 18, 19 from textbook
- Hands on demonstrations of learning.
Strategies for Meeting the Needs of English Learners:

- Utilize the CASAS employability test in reading and math to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Opportunities within Modules to work collaboratively (pairs, groups).
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

Instructional Resources:

- Teacher resources: Elsevier Chapter PowerPoints
**Certified Nurse Assistant Scope and Sequence**  
*Module 6 – Medical and Surgical Asepsis*

**Module Description:** Module 6 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes microorganisms, universal precautions, and principles of asepsis. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Module Assignments:</th>
<th>Module Assessments:</th>
</tr>
</thead>
</table>
| Students will be able to… | In Module 6 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, microorganisms, universal precautions, principles of asepsis. | • Chapter Test 16 from textbook  
• Hands on demonstrations of learning |
| • Define the key terms and abbreviations in Chapter 16.  
• Identify what microbes need to live and grow.  
• List the signs and symptoms of infection.  
• Explain the chain of infection.  
• Describe health care associated infections and the persons at risk.  
• Describe the principles of medical asepsis.  
• Explain how to care for equipment and supplies.  
• Describe disinfection and sterilization methods.  
• Describe standard precautions and transmission based precautions  
• Explain the blood borne pathogen standard.  
• Explain the principles of surgical asepsis.  
• Perform the procedures described in this chapter.  
• Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself. | • Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.  
• Students will complete the following skills demonstration tests with 100% accuracy:  
  o Hand washing  
  o Proper handling of linen  
  o Universal precautions  
  o –gloving  
  o –gowning  
  o –apply mask  
  o Double bagging trash/waste |

**Strategies for Meeting the Needs of English Learners:**

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/er/documents/eldstdspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/ealdfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/ealdfwchapter11.pdf)

**Instructional Resources:**

- Teacher resources: Elsevier Chapter PowerPoints
When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
Certified Nurse Assistant Scope and Sequence  
Module 7 – Weights and Measures

**Module Description:** Module 7 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes the metric system, weight, length, and liquid volume, military time (24 hr clock). Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Module Assignments</th>
<th>Module Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to…</strong></td>
<td><strong>In Module 7 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, verbalizing an understanding of the metric system, weight, length, and liquid volume, and military time (24 hr clock).</strong></td>
<td><strong>● Chapter Tests 32 &amp; 7 from textbook</strong></td>
</tr>
<tr>
<td>• Define the key terms and abbreviations in Chapter 32, 7.</td>
<td><strong>Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination</strong></td>
<td><strong>● Hands on demonstrations of learning</strong></td>
</tr>
<tr>
<td>• Describe the legal and ethical aspects of medical records.</td>
<td>• List the rules for recording.</td>
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</tr>
<tr>
<td>• List the rules for recording.</td>
<td>• Use the 24hr clock, medical terminology, and medical abbreviations.</td>
<td></td>
</tr>
<tr>
<td>• Identify the rules for measuring weight and height.</td>
<td>• Perform the procedures described in this chapter.</td>
<td></td>
</tr>
<tr>
<td>• Explain how to promote PRIDE (Personal &amp; Professional Responsibility/ Rights &amp; Respect / Independence &amp; Social Interaction / Delegation &amp; Teamwork / Ethics &amp; Roles) in the person, the family, and yourself.</td>
<td>• Students will complete the following skills demonstration tests with 100% accuracy:</td>
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<tr>
<td></td>
<td>o Measuring oral intake</td>
<td><strong>● Measuring oral intake</strong></td>
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<tr>
<td></td>
<td>o Measuring urinary output</td>
<td><strong>● Measuring urinary output</strong></td>
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<tr>
<td></td>
<td>o Measuring the height of resident in bed</td>
<td><strong>● Measuring the height of resident in bed</strong></td>
</tr>
<tr>
<td></td>
<td>o Weighing the resident in bed</td>
<td><strong>● Weighing the resident in bed</strong></td>
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<tr>
<td></td>
<td>o Measuring and weighting the resident using an upright scale</td>
<td><strong>● Measuring and weighting the resident using an upright sale</strong></td>
</tr>
<tr>
<td></td>
<td>o Documents in military time</td>
<td><strong>● Documents in military time</strong></td>
</tr>
</tbody>
</table>
**Strategies for Meeting the Needs of English Learners:**

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
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When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher resources: Elsevier Chapter PowerPoints</td>
</tr>
</tbody>
</table>
Certified Nurse Assistant Scope and Sequence
Module 8 – Patient Care Skills

Module Description: Module 8 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes bathing/medicinal baths, dressing, oral hygiene, hair care/nail care/shaving, prosthetic devices, skin care/decubitus ulcers, elimination needs, bowel and bladder retraining, weigh and measure patient. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

Learning Objectives:

Students will be able to…
- Define the key terms and abbreviations in Chapter 22 & 23.
- Explain why personal hygiene is important.
- Describe the care given before and after breakfast, after lunch, and in the evening.
- Explain the purposes of oral hygiene.
- Describe the safety measure for giving mouth care to unconscious persons.
- Explain how to care for dentures.
- Describe the rules for bathing.
- Identify safety measures for tub baths and showers.
- Explain the purposes of perineal care.
- Identify the observations to report and record when assisting with hygiene.
- Explain why grooming is important.
- Explain how to safely provide grooming measures (hair care/shaving/ nail and foot care/and changing garments).
- Perform the procedures described in this chapter.
- Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

Module Assignments:
- In Module 8 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, bathing/medicinal baths, dressing, oral hygiene, hair care/nail care/shaving, prosthetic devices, skin care/decubitus ulcers, elimination needs, bowel and bladder retraining, weigh and measure patient.
- Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.
- Students will complete the following skills demonstration tests with 100% accuracy:
  - Back rub
  - Bed bath/partial bath
  - Tub bath
  - Shower
  - Assisting with oral hygiene
  - Mouth care of the unconscious resident
  - Dental care
  - Nail care
  - Coming the resident’s hair
  - Shampoo a bedridden resident
  - Shampoo with shower or tub bath
  - Medical shampoo
  - Shaving/ electrical shaver
  - Shaving/ razor blade
  - Dressing and undressing the resident
  - Changing the clothes of resident with IV
  - Assist in the use of urinal
  - Assist in the use of bed pan
  - Assisting the resident to commode/toilet
  - Bladder retraining
  - Bowel retraining
  - Perineal care

Module Assessments:
- Chapter Tests 22 & 23 from textbook
- Hands on demonstrations of learning
<table>
<thead>
<tr>
<th>Strategies for Meeting the Needs of English Learners:</th>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.</td>
<td>• Mosby’s Textbook for Nursing Assistant, Ninth edition, Elsevier, ©2017, ISBN: 978-0-323-31974-4</td>
</tr>
<tr>
<td>When planning instruction for ELs consider:</td>
<td>• Teacher resources: Elsevier Chapter PowerPoints</td>
</tr>
<tr>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
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</tbody>
</table>
Certified Nurse Assistant Scope and Sequence
Module 9 – Patient Care Procedures

Module Description: Module 9 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes collection of specimens (stool, urine, and sputum), care of patient with tubing (gastric, oxygen, urinary, IV), Intake & Output, bed making, cleaning enemas & laxative suppositories, admission/transfer/discharge, and bandaging. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Module Assignments:</th>
<th>Module Assessments:</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to…</td>
<td>• In Module 9 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, collection of specimens (stool, urine, and sputum), care of patient with tubing (gastric, oxygen, urinary, IV), Intake &amp; Output, bed making, cleaning enemas &amp; laxative suppositories, admission/transfer/discharge, and bandaging (nonsterile dry dressing application of non-legend topical ointments to intact skin).</td>
<td>• Chapter Tests 21, 24, 25, 26, 27, 28, 32, 34, 36, &amp; 39 from textbook</td>
</tr>
<tr>
<td>• Define the key terms and abbreviations in Chapter 21, 24, 25, 26, 27, 28, 32, 34, 36, 39.</td>
<td>• Collect and identify specimen</td>
<td>• Hands on demonstrations of learning</td>
</tr>
<tr>
<td>• Describe open, closed, occupied, and surgical beds.</td>
<td>• –sputum specimen</td>
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<tr>
<td>• Explain when to change bed linens.</td>
<td>• –Urine specimen; clean catch</td>
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<tr>
<td>• Explain how to use drawer sheet.</td>
<td>• –stool specimen</td>
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<tr>
<td>• Handle linens following the rules of medical asepsis.</td>
<td>• Occupied bed making</td>
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<tr>
<td>• Describe normal urine.</td>
<td>• Unoccupied bed making</td>
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<tr>
<td>• Describe the rules for normal urination.</td>
<td>• Administering the commercially prepared cleansing enema</td>
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<tr>
<td>• Identify the observations to report to the nurse.</td>
<td>• Administering enemas—tap water, soap suds</td>
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<tr>
<td>• Describe urinary incontinence and the care required.</td>
<td>• Administering laxative suppository</td>
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<td>• Describe bladder training methods.</td>
<td>• Empty urine bags</td>
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<tr>
<td>• Explain why urinary catheters are used.</td>
<td>• Care of resident with tubing</td>
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<tr>
<td>• Describe two types of urinary catheters.</td>
<td>• –oxygen</td>
<td></td>
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<td>• Explain how to use two urine drainage systems.</td>
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<td>• Explain how to remove an indwelling catheter.</td>
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<tr>
<td>• Describe normal defecation and the observations to report.</td>
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<tr>
<td>• Identify the factors affecting bowel elimination.</td>
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<tr>
<td>• Explain how to promote comfort and safety during defecation.</td>
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<tr>
<td>• Describe the common bowel elimination problems.</td>
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<tr>
<td>• Describe bowel training.</td>
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<tr>
<td>• Explain why enemas are given.</td>
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<tr>
<td>• Describe the common enema solution.</td>
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<td></td>
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<tr>
<td>• Describe the rules for giving enemas.</td>
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<tr>
<td>• Describe how to care for a person with an ostomy.</td>
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<tr>
<td>• Identify the reasons for nutritional support and IV therapy.</td>
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<tr>
<td>• Explain how tube feedings are given.</td>
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<tr>
<td>• Describe scheduled and continuous feedings.</td>
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<tr>
<td>• Explain how to prevent aspiration.</td>
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<tr>
<td>• Describe the comfort measures for the person with a feeding tube.</td>
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</tbody>
</table>

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.
• Describe parenteral nutrition.
• Describe the IV therapy sites.
• Identify the equipment used in IV therapy.
• Describe how to assist with the IV flow rate.
• Identify the safety measures for IV therapy.
• Identify the observations to report when a person has nutritional support or IV therapy.
• Explain how to assist with nutritional support or IV therapy.
• Perform the procedures described in this chapter.
• Describe your role in admissions, transfers, discharges, and moving a person to a new room.
• Explain why you can help the person and the family feel comfortable in the health care system.
• Explain the reasons for moving a person to a new room within the same agency.
• Explain why specimens are collected.
• Explain the rules for collecting specimens.
• Describe the different types of urine specimens.
• Describe the equipment used to blood glucose testing.
• Identify the skin puncture sites.
• Describe the factor affecting oxygen needs.
• List the sign and symptoms of altered respiratory function.
• Describe the tests for respiratory problems.
• Explain the measures that promote oxygenation.
• Describe the devices used to give oxygen.
• Explain how to safely assist with oxygen therapy.
• Explain how to secure dressings.
• Explain the rules for applying dressings.
• Explain how to assist with measuring food intake.
• Describe fluid requirements and dehydration.
• Explain how to assist with special fluid orders.
• Explain the importance of intake and output records.
• Identify what to count as fluid intake and output.
• Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

-IV
- gastrostomy
- nasogastric
- Urinary catheter
- Antiembolic hose, elastic stockings (TED Hose)
- Admitting the resident
- Discharging the resident
- Application of nonsterile dressing
- Application of non-legend topical ointments
Strategies for Meeting the Needs of English Learners:

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
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When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

Instructional Resources:

- Teacher resources: Elsevier Chapter PowerPoints
## Certified Nurse Assistant Scope and Sequence

### Module 10 – Vital Signs

**Module Description:** Module 10 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes vital signs, purpose of vital signs, factors affecting vital signs, normal ranges, methods of measurement, temperature, pulse, respiration, blood pressure, abnormalities, and recording. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

<table>
<thead>
<tr>
<th>The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.</th>
<th>Learning Objectives: Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Assignments:</strong> In Module 10 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, verbalizing an understanding of vital signs, purpose of vital signs, factors affecting vital signs, normal ranges, methods of measurement, temperature, pulse, respiration, blood pressure, abnormalities, and recording.</td>
<td>• Define the key terms and abbreviations in Chapter 29. • Explain why vital signs are measured. • List the factors affecting vital signs. • Identify the normal ranges for each temperature site. • Explain when to use each temperature site. • Explain how to use thermometers. • Identify the pulse sites. • Describe a normal pulse and normal respirations. • Describe the practices to follow when measuring blood pressure. • Know the normal vital signs for different age groups. • Perform the procedures described in this chapter. • Explain how to promote PRIDE (Personal &amp; Professional Responsibility/ Rights &amp; Respect / Independence &amp; Social Interaction / Delegation &amp; Teamwork / Ethics &amp; Roles) in the person, the family, and yourself.</td>
</tr>
<tr>
<td>Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination. Students will complete the following skills demonstration tests with 100% accuracy:</td>
<td>• Chapter Test 29 from textbook • Hands on demonstrations of learning</td>
</tr>
<tr>
<td>Temperature</td>
<td>o Oral o –oral o –axillary o –rectal o –electronic</td>
</tr>
<tr>
<td>Pulse: radial</td>
<td>o Pulse: apical</td>
</tr>
<tr>
<td>Respiration</td>
<td>o Blood pressure</td>
</tr>
</tbody>
</table>

## Module Assessments:

- Chapter Test 29 from textbook
- Hands on demonstrations of learning
<table>
<thead>
<tr>
<th>Strategies for Meeting the Needs of English Learners:</th>
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</tr>
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<tbody>
<tr>
<td>• Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.</td>
<td>• <em>Mosby’s Textbook for Nursing Assistant, Ninth edition</em>, Elsevier, ©2017, ISBN: 978-0-323-31974-4</td>
</tr>
<tr>
<td>• When planning instruction for ELs consider:</td>
<td>• Teacher resources: Elsevier Chapter PowerPoints</td>
</tr>
<tr>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td></td>
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<tr>
<td>• Accessing prior knowledge.</td>
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<td>• Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<td>• Step by step processes with considerations of pictures/images for multi-step tasks.</td>
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<td>• Rubrics and model/sample papers for tasks involving writing.</td>
<td></td>
</tr>
</tbody>
</table>
**Certified Nurse Assistant Scope and Sequence**  
**Module 11 – Nutrition**

<table>
<thead>
<tr>
<th>Module Description:</th>
<th>Module Assignments:</th>
<th>Module Assessments:</th>
</tr>
</thead>
</table>
| Module 11 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes proper nutrition, feeding technique, diet therapy. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills. | In Module 11 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, proper nutrition, feeding technique, diet therapy. Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination. | - Chapter Test 27 from textbook  
- Hands on demonstrations of learning |

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Instructional Resources:</th>
</tr>
</thead>
</table>
- Teacher resources: Elsevier Chapter PowerPoints |
| Define the key terms and abbreviations in Chapter 27.  
Explain the purpose and use of the Plate symbol.  
Describe the functions and sources of nutrients.  
Explain how to read and use food labels.  
Describe the factors that affect eating and nutrition.  
Describe OBRA requirements for serving food.  
Describe the special diets and between meal snacks.  
Identify the signs, symptoms, and precautions for aspiration and regurgitation.  
Explain how to assist with food and fluid needs.  
Explain how to provide drinking water.  
Explain how to prevent foodborne illness.  
Perform the procedures described in this chapter.  
Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself. |  

Strategies for Meeting the Needs of English Learners:  
- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.  
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/er/documents/eldstdspub14.pdf](http://www.cde.ca.gov/sp/er/documents/eldstdspub14.pdf)  
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)
When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
Module Description: Module 12 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes signs and symptoms of distress, immediate and temporary intervention, and emergency codes. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

Learning Objectives:
Students will be able to…
- Define the key terms and abbreviations in Chapter 54.
- Describe the rules of emergency care.
- Identify the signs of cardiac arrest and the emergency care required.
- Describe emergency care for poisoning.
- Describe emergency care for hemorrhage, fainting, and shock.
- Describe emergency care for stroke.
- Explain how to care for a person during a seizure.
- Describe emergency care for concussions.
- Describe emergency care for burns.
- Perform the procedures described in this chapter.
- Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.

Module Assignments:
- In Module 12 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, signs and symptoms of distress, immediate and temporary intervention, and emergency codes.
- Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.
- Students will complete the following skills demonstration tests with 100% accuracy:
  - Applying postural supports (safety devices)
  - Applying soft wrist/ankle restraint as a safety device
  - Heimlich maneuver for the conscious and unconscious
  - Positioning of call light
  - Demonstrates fire/disaster procedures
  - Handles oxygen safely
  - Use of the fire extinguisher

Module Assessments:
- Chapter Test 54 from textbook
- Hands on demonstrations of learning.

Strategies for Meeting the Needs of English Learners:
- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf

Instructional Resources:
- Teacher resources: Elsevier Chapter PowerPoints

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

When planning instruction for ELs consider:
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities within Modules to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
Certified Nurse Assistant Scope and Sequence
Module 13 – Long Term Care Resident

**Module Description:** Module 13 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes issues around long term care residents such as needs of person with retardation, Alzheimer’s, cerebral palsy, epilepsy, dementia, mental illness. There will be an introduction to anatomy and physiology, physical and behavioral needs and changes, psychological, social, and recreational needs, common diseases/disorders including signs and symptoms. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

| The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards. |
| Learning Objectives: |
| Students will be able to… |
| • Define the key terms and abbreviations in Chapter 10, 12, 42, 43, 44, 45, 46 & 49. |
| • Identify the structures and functions of each body system. |
| • Identify the psychological and social changes common in older adulthood. |
| • Describe the physical changes of aging and the care required. |
| • Describe the personal losses and gains of long term care. |
| • Perform the procedures described in this chapter. |
| • Describe the common ear disorders. |
| • Describe how to communicate with persons who have hearing loss. |
| • Describe the purpose of a hearing aid. |
| • Describe how to care for hearing aids. |
| • Describe the common speech disorders. |
| • Explain how to communicate with persons with speech disorders. |
| • Describe the common eye disorders. |
| • Explain how to assist persons who are visually impaired or blind. |
| • Explain the differences between benign tumors and cancer. |
| • Identify cancer risk factors, signs, and symptoms. |
| • Explain the common cancer treatments. |
| • Describe the needs of persons with cancer. |
| • Describe the common immune system disorders. |
| • Describe HIV and AIDS. |
| • Explain how to assist in the care of a person with AIDS. |
| • Describe the cause, signs, symptoms, and treatment of shingles. |
| • Describe the care required for stroke, Parkinson’s disease, multiple sclerosis, and amyotrophic lateral sclerosis. |
| • Describe the care required for traumatic brain injury, spinal cord injury, and autonomic hyperreflexia. |
| • Describe the care required for arthritis and osteoporosis. |

| Module Assignments: |
| In Module 13 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, issues around long term care residents such as needs of person with Alzheimer’s, cerebral palsy, epilepsy, dementia, mental illness. Students will be introduced to the following topics: introduction to anatomy and physiology, physical and behavioral needs and changes, psychological, social, and recreational needs, common diseases/disorders including signs and symptoms. Students will take a series of tests and quizzes designed to assess their basic knowledge of these areas. |

| Module Assessments: |
| • Chapter Tests 10, 12, 43, 44, 45, 46 & 49 from textbook |
| • Hands on demonstrations of learning |
• Explain how to assist in the care of persons after total joint replacement surgery.
• Explain how to assist in the care of persons with casts, in traction, and with hip fractures.
• Describe the effects of amputation.
• Describe congenital heart defects.
• Identify cardiovascular disorder risk factors and complications.
• Describe the care required for hypertension, coronary artery disease, angina, myocardial infarction, heart failure, and dysrhythmias.
• Describe the care required for Ebola.
• Describe the care required for chronic obstructive pulmonary diseases, asthma, and sleep apnea.
• Explain the differences between a cold and influenza and the care required.
• Explain the care required for pneumonia and TB.
• Describe the care required for lymphedema and lymphoma.
• Describe the care required for gastro-esophageal reflux disease, vomiting, and inflammatory bowel disease.
• Describe the care required for diverticula disease.
• Describe the care required for gallstones.
• Describe the care required for hepatitis and cirrhosis.
• Describe the care required for diabetes.
• Describe confusion and its causes.
• List the measures that help confused persons.
• Explain the differences between delirium, depression, and dementia.
• Describe the signs symptoms and behaviors of Alzheimer’s Disease (AD).
• Explain the care required by persons with AD and other dementias.
• Describe the effects of AD on the family.
• Explain validation therapy.
• Explain how to protect an ocular prosthesis from loss or damage.
• Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself.
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<tr>
<th><strong>Strategies for Meeting the Needs of English Learners:</strong></th>
<th><strong>Instructional Resources:</strong></th>
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<tr>
<td>When planning instruction for ELs consider:</td>
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<td>• Incorporating and valuing home culture of the student.</td>
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<td>• Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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</table>
**Certified Nurse Assistant Scope and Sequence**  
**Module 14 – Rehabilitative Nursing**

**Module Description:** Module 14 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes promoting patient potential, devices and equipment, Activities of Daily Living, family interactions, complications of inactivity, ambulation, & range of motion (ROM). Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Module Assignments:</th>
</tr>
</thead>
</table>
| **Students will be able to…** | In Module 14 students will read a variety of texts, participate in teacher lectures, and watch videos regarding topics around, promoting patient potential, devices and equipment, Activities of Daily Living, family interactions, complications of inactivity, ambulation, & range of motion (ROM). Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination. Students will complete the following skills demonstration tests with 100% accuracy:  
  - Range of motion exercises  
  - Assisting the resident to ambulate with gait belt  
  - Assisting the resident to ambulate with walker  
  - Assisting the resident to ambulate with cane  
  - Rehabilitative devices |
|  
  - Define the key terms and abbreviations in Chapter 41.  
  - Describe how rehabilitation and restorative care involve the whole person.  
  - Identify the complications of rehabilitation and how to prevent them.  
  - Identify the common reactions to rehabilitation.  
  - Explain your role in rehabilitation and restorative care.  
  - List the common rehabilitation programs and services.  
  - Perform the procedures described in this chapter.  
  - Explain how to promote PRIDE (Personal & Professional Responsibility/ Rights & Respect / Independence & Social Interaction / Delegation & Teamwork / Ethics & Roles) in the person, the family, and yourself. |  
| **Module Assessments:** |  
  - Chapter Tests 41 from textbook  
  - Hands on demonstrations of learning |
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<td>• Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<tr>
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<td>• Teacher resources: Elsevier Chapter PowerPoints</td>
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</table>
## Certified Nurse Assistant Scope and Sequence
### Module 15 – Observations and Charting

**Module Description:** Module 15 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes observations of patients and reporting responsibilities; patient care plans; patient care documentation; legal issues of charting; medical terminology and abbreviations. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

### The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.

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<th>Learning Objectives:</th>
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<th>Module Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td>Students will complete the following skills demonstration tests with 100% accuracy:</td>
<td>● Chapter Tests 7 &amp; 8 from textbook</td>
</tr>
<tr>
<td>▪ Define the key terms and abbreviations in Chapter 7 &amp; 8.</td>
<td>○ Reports appropriate information to charge nurse</td>
<td>Helps on demonstrations of learning</td>
</tr>
<tr>
<td>▪ Describe the legal and ethical aspects of medical records.</td>
<td>○ Documents vital signs, ADLs, timely/correctly</td>
<td></td>
</tr>
<tr>
<td>▪ Describe the purpose of the Kardex and the care summary.</td>
<td>○ Documents changes in resident’s body functions/behavior</td>
<td></td>
</tr>
<tr>
<td>▪ List the information you need to report to the nurse.</td>
<td>○ Participates in resident care planning</td>
<td></td>
</tr>
<tr>
<td>▪ List the rules for recording.</td>
<td><strong>Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination.</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Explain how to protect the right to privacy when using computers or other electronic devices.</td>
<td></td>
<td></td>
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<tr>
<td>▪ Describe how to answer phones.</td>
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<tr>
<td>▪ Use the 24-hour clock, medical terminology, and medical abbreviations.</td>
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</tr>
<tr>
<td>▪ Explain the purpose of the nursing process.</td>
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<tr>
<td>▪ Explain the difference between objective data and subjective data.</td>
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<tr>
<td>▪ Identify the observations that you need to report to the nurse</td>
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<td></td>
</tr>
<tr>
<td>▪ Explain the purpose of care conferences.</td>
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<td></td>
</tr>
<tr>
<td>▪ Perform the procedures described in this chapter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Explain how to promote PRIDE (Personal &amp; Professional Responsibility/ Rights &amp; Respect / Independence &amp; Social Interaction / Delegation &amp; Teamwork / Ethics &amp; Roles) in the person, the family, and yourself.</td>
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### Strategies for Meeting the Needs of English Learners:
- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/er/documents/eldstndspubg14.pdf](http://www.cde.ca.gov/sp/er/documents/eldstndspubg14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/ef/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/ef/documents/elaeldfwchapter11.pdf)

### Instructional Resources:
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</tbody>
</table>
## Certified Nurse Assistant Scope and Sequence
### Module 16 – Death and Dying

**Module Description:** Module 16 is designed to reinforce ideas and skills needed for Nurse Assistant Certification. This includes stages of grief; emotional and spiritual needs of patient and family; rights of dying patient; signs of approaching death; monitoring the patient; post-mortem care. Students will utilize textbook and workbook along with instructor lecture, PowerPoint, and videos. Learning will be assessed by written exam with a 75% or higher and 100% successful demonstration of skills.

<table>
<thead>
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<th>The pathway standards from Unit 1 are reinforced throughout all 16 Modules and are further broken down to individual student learning objectives. Students explore specific skills in each unit; derived from the various pathway standards.</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to…</strong></td>
<td></td>
</tr>
<tr>
<td>• Define the key terms and abbreviations in Chapter 55.</td>
<td></td>
</tr>
<tr>
<td>• Describe terminal illness.</td>
<td></td>
</tr>
<tr>
<td>• Describe palliative care and hospice care.</td>
<td></td>
</tr>
<tr>
<td>• Describe the factors affecting attitudes about death.</td>
<td></td>
</tr>
<tr>
<td>• Describe how different age groups view death.</td>
<td></td>
</tr>
<tr>
<td>• Describe the five stages of dying.</td>
<td></td>
</tr>
<tr>
<td>• Explain how to meet the needs of the dying person and family.</td>
<td></td>
</tr>
<tr>
<td>• Explain what is meant by a do not resuscitate order.</td>
<td></td>
</tr>
<tr>
<td>• Identify the signs of approaching death and the signs of death.</td>
<td></td>
</tr>
<tr>
<td>• Explain how to assist with post-mortem care.</td>
<td></td>
</tr>
<tr>
<td>• Perform the procedures described in this chapter.</td>
<td></td>
</tr>
<tr>
<td>• Explain how to promote PRIDE (Personal &amp; Professional Responsibility/ Rights &amp; Respect / Independence &amp; Social Interaction / Delegation &amp; Teamwork / Ethics &amp; Roles) in the person, the family, and yourself.</td>
<td></td>
</tr>
</tbody>
</table>

**Module Assignments:**

- Students will be required to complete a comprehensive final examination.
- Throughout the course students will be expected to keep a notebook of all key terminology, policy notes, procedure notes, and additional communication of information that will assist them in preparing for their licensure examination. For their final unit, students will have a comprehensive notebook check.

**Module Assessments:**

- Chapter Test 55 from textbook
- Hands on demonstrations of learning
- Final Exam

**Strategies for Meeting the Needs of English Learners:**

- Utilize the CASAS employability test in reading and math as to assess the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/ct/er/documents/eldstndspub14.pdf](http://www.cde.ca.gov/sp/ct/er/documents/eldstndspub14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

When planning instruction for ELs consider:

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities within Modules for students to practice all four EL domains (reading, writing, speaking/listening, language).

**Instructional Resources:**

- Teacher resources: Elsevier Chapter PowerPoints
| Opportunities within Modules to work collaboratively (pairs, groups). |
| Sentence frames or starters for any speaking tasks. |
| Outlines or guided notes for lectures. |
| Step by step processes with considerations of pictures/images for multi-step tasks. |
| Rubrics and model/sample papers for tasks involving writing. |