



2025-2026

# Nurse Assistant-Certified

## COURSE OUTLINE

ELIGIBILITY:	<i>Adult Students</i> must successfully complete the CASAS basic skills test and registration. <i>High School (H.S.) Students</i> must be juniors and seniors in the Colton Joint Unified or Redlands Unified. Redlands Unified students must have a B or better grade in a medical class. (Students are selected based on a competitive criteria following the submission of a complete application with all supporting documents. Students may only attend the H.S. designated programs. Refer to H.S. program flier for deadlines.)
PRE-REQUISITE:	Students must be fingerprinted and show evidence of a Physical, TB screening, and preferably, COVID vaccination and flu shot. Refer to program flier for details.
ABILITIES REQUIRED:	Ability to perform the essential functions of a Certified Nurse Assistant (CNA).
DRESS REQUIREMENT & GROOMING:	Designated scrubs and shoes, as required by industry standards.
COMPETENCY LEVEL TO PASS COURSE:	Students must master 70% of the competencies to successfully complete the program and receive approval to take the state competency exam.
FEE:	<i>Adult Students</i> : \$2,999 registration and materials fee. Refer to program schedule for details. <i>High School Students</i> : Free tuition plus cost for uniforms, as designated by Student Services.
LENGTH:	Hours vary depending on program. Refer to program flier for details.
SECTOR:	Health Sciences & Medical Technology
PATHWAY:	Patient Care
ARTICULATED:	No
UC A-G APPROVAL:	No
 <b><u>O*NET SOC CODES:</u></b>	
Nursing Assistants	31-1014

## Unit 1 - Orientation

- A. Introduce the class and facilities.
- B. Discuss the syllabus and major objectives.
- C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.
- D. Review instructor/student expectations.
- E. Explain enrollment and attendance requirements and procedures.
- F. Review grading and student evaluation procedures.
- G. Discuss the clinical aspect of the program.
- H. Discuss the “next steps” related to additional education, training, and employment.
- I. Review classroom safety, emergency, and disaster procedures.
- J. Maintain professional development and industry certification.

## Unit 2 - Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.
- K. Describe various health care facilities and services available for employment.

## Unit 3 - Communication and Interpersonal Skills

- A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
- B. Read and interpret written information and directions.
- C. Practice various forms of written communication appropriate to the occupation.
- D. Demonstrate active listening skills including techniques for checking for understanding and for obtaining clarification of directions.
- E. Practice the importance of diversity awareness, sociocultural factors, and sensitivity in the workplace.
- F. Define sexual harassment in the workplace and identify the employee’s role and responsibility.
- G. Demonstrate flexibility and adaptability in working with others.
- H. Demonstrate the use of time management skills.

## Unit 4 - Portfolio

- A. Create a professional (digital or binder) portfolio reflecting employability skills in the relevant industry to include an “About Me” page.
- B. Collect original works (in photographs and videos) and/or documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

## Module 1. Introduction to Nurse Assistant

- A. Describe code of ethics and professional standards of the Nurse Assistant.
- B. Describe behaviors that maintain confidentiality.
- C. Identify the roles and responsibilities of the Nurse Assistant.
- D. Discuss the legal implications of California Code of Regulations of Title 22, Division 5, and OBRA.
- E. Identify Nurse Assistant requirements as set forth in Title 22, and OBRA
- F. Describe qualities of a successful Nurse Assistant.
- G. Explain the ethical behavior expected of the Nurse Assistant.
- H. Identify the various members of the health care team and their relationship to the Nurse Assistant.
- I. Define the Scope of Practice of the Nurse Assistant.
- J. Explain the legal responsibilities of certification after exiting the training program.
- K. Describe the requirements for nurse assistant certification.

## Module 2. Patients/Residents Rights

- A. Explain the purpose of a long-term care facility.
- B. Recognize the role of the Nurse Assistant in maintaining patient/resident rights, as stated in federal and state regulations.
- C. Identify examples of patient/resident’s rights, which support a patient/resident’s need for security belonging, and self-esteem.
- D. Define patient confidentiality, respect, and dignity and how they apply to a Nurse Assistant in a long-term care facility.
- E. List three ways a nurse assistant can encourage residents to make choices.
- F. Identify various patient rights including the role of Ombudsman.
- G. Explain the Nurse Assistant roles in preventing negligent acts and violation of patient/resident rights.
- H. Describe the Nurse Assistant role in reporting patient/resident violations.
- I. Compare and contrast patient/resident rights in *CA Code of Regulations Title 22, Division 5, Chapter 3, 72527* and *Title 42 Code of Federal Regulations 483.10*.
- J. List 4 examples of provisions listed in the Health & Safety Code.
- K. Discuss how Certified Nurse Assistants report resident rights violations.

<b>Module 3. Communication and Interpersonal Skills</b>
<ul style="list-style-type: none"><li>A. Identify and discuss the five basic physiological and psychosocial needs of all humans, as described by Maslow's Hierarchy of Needs.</li><li>B. Recognize and report patient/resident behaviors that reflect unmet human needs.</li><li>C. Define communication and therapeutic communication and identify two routes of communication.</li><li>D. Identify key steps involved in the communication process and methods used in communication.</li><li>E. Describe reasons for communication breakdown.</li><li>F. Demonstrate effective communication/interpersonal skills with patients/residents, their families and guests.</li><li>G. Describe conflict and measures for conflict resolution.</li><li>H. Discuss touch as a form of communication, including body language and personal space.</li><li>I. Identify common psychological defense mechanisms.</li><li>J. Describe family communication/interaction patterns and the role of the Nurse Assistant.</li><li>K. Recognize social and cultural factors influencing communication and emotional reactions to illness and disability.</li><li>L. Describe communication between the members of the health care team.</li><li>M. Describe how people may have attitudes toward illnesses and health care.</li></ul>
<b>Module 4. Prevention and Management of Catastrophe and Unusual Occurrences</b>
<ul style="list-style-type: none"><li>A. Identify basic emergency codes used in the long-term care facility.</li><li>B. List and demonstrate the required responsibilities of the Certified Nursing Assistant (CNA) in emergency, fire, or disaster situations.</li><li>C. Describe ways the Nurse Assistant can help patients/residents, families, and visitors remain calm in an emergency.</li><li>D. Identify methods used for fall and accident prevention.</li><li>E. Demonstrate the safe application of postural supports/restraints and define the legal and psychological implications of their use.</li><li>F. Describe general rules for providing a safe environment for the Nurse Assistant and for the patient/resident.</li><li>G. Describe major causes of fire and general fire prevention rules.</li><li>H. List the safety rules to be followed for the patient/resident receiving oxygen therapy.</li><li>I. Briefly discuss bioterrorism.</li><li>J. Identify safety hazards commonly found in the workplace environment.</li><li>K. Explain the importance of CAL-OSHA.</li><li>L. Demonstrate how to properly use a fire extinguisher.</li><li>M. List the different types of fire extinguishers and what types of fires are they to be used on.</li></ul>
<b>Module 5. Body Mechanics</b>
<ul style="list-style-type: none"><li>A. Explain the purpose and rules of proper body mechanics.</li><li>B. Identify comfort and safety measures used to lift, turn, and move and position patients/residents in bed.</li><li>C. List and describe body positions for bedridden patients/residents.</li></ul>

- D. Describe patient/resident transfers.
- E. Describe appropriate body mechanics used to ambulate a patient/resident.
- F. Demonstrate passive range of motion.
- G. Demonstrate a two-person lift with a draw sheet.
- H. Demonstrate turning the resident in bed without lift sheet.
- I. Demonstrate placing person in lateral position.
- J. Display transfer technique from bed to wheelchair with gait belt.
- K. Discuss and demonstrate the proper use of gait belts.
- L. Discuss alternative lifting and other devices (i.e., mechanical lift and two-person lift).
- M. Demonstrate proper height of bed when conducting resident care.

## Module 6. Medical and Surgical Asepsis

- A. Name four infectious agents (microbes) and discuss the diseases they cause.
- B. Discuss two antibiotic resistant bacteria.
- C. State five conditions necessary for infectious agents to grow.
- D. Identify the six parts of the chain of infection.
- E. List four lines of defense against infection in the body.
- F. Describe the signs and symptoms of infection.
- G. Differentiate between medical and surgical asepsis.
- H. Compare and contrast the roles of the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) in the prevention of infections.
- I. Describe personal protective equipment (PPE) and proper use.
- J. Define transmission-based precautions.
- K. Identify the psychological effects of standard and transmission precautions on patients/residents.
- L. Demonstrate proper hand washing technique.
- M. Identify basic signs and symptoms of an infection.
- N. Recognize and follow directions using Safety Data Sheets (SDS) when handling hazardous chemicals.
- O. Demonstrate donning and removing PPE.
- P. Differentiate between contamination, asepsis, and sterile technique.
- Q. Define and demonstrate Universal Precautions (also known as Standard Precautions).

## Module 7. Weights and Measures

- A. Identify and describe equipment commonly used by the Nurse Assistant for measuring weight, length, height, and volume.
- B. Measure and record weight, height, and volume using the metric and household systems.
- C. Convert common measurements between household and metric systems.
- D. Demonstrate how to obtain a resident's weight and measurements.
- E. Accurately measure and record intake and output.

- F. Identify common measuring equipment.
- G. Describe steps to convert common measurements between household and metric systems.
- H. Accurately convert traditional time to military time (24-hour clock).
- I. Identify and demonstrate changes in weight and reporting.

## Module 8. Patient/ Resident Care Skills

- A. Identify and assist patients/residents with daily routine care, promoting independence and dignity.
- B. Identify benefits of bathing and list five areas of the body that require bathing daily.
- C. Describe the procedure for bathing patients/residents and safety guidelines.
- D. List purposes and schedule for oral hygiene.
- E. Describe procedure of oral hygiene and denture care for a patient/resident needing assistance, and for the unconscious individual.
- F. Identify the role and responsibility of the Nurse Assistant for patient/resident nail care.
- G. Identify role and responsibility of the Nurse Assistant for hair care of patients/residents.
- H. Describe procedure for shaving a patient/resident.
- I. List ways to maintain healthy skin and identify at risk patients.
- J. Describe causes, signs, and symptoms, and staging of pressure sores.
- K. Describe general nursing measures to prevent and treat pressure sores.
- L. Describe general guidelines for selecting and caring for patient/resident clothing.
- M. Discuss rationale for use of street clothes and guidelines for dressing or undressing a patient/resident.
- N. Describe the usual frequency pattern for urination.
- O. List the observations to be made about urine.
- P. Describe urinary incontinence and the need for immediate care.
- Q. Describe the purpose and general rules of care for urinary catheters.
- R. Describe the goals and methods for bowel and bladder training.
- S. Describe the normal pattern of bowel movements and reportable observations.
- T. Explain the purpose of an ostomy and the care of patients/residents with an ostomy.
- U. Describe the procedures for weighing and measuring height of the patient/resident.
- V. Describe common prosthetic devices and their care (artificial limbs, contact lenses, dentures, eyeglasses and hearing aids).
- W. Describe the application, removal, and care for "behind the ear" hearing aids.

## Module 9. Patient/Resident Care Procedures

- A. Describe the Nurse Assistant's role in collecting specimens (sputum, urine, and/or stool).
- B. Discuss procedures for bed making and maintaining proper body mechanics.
- C. Discuss types of beds and bed positions.
- D. Discuss ways to maintain the patient's/resident's environment.
- E. Describe the Nurse Assistant's role in administering an enema.
- F. Describe the Nurse Assistant's role in giving a suppository.

- G. List the types and uses of gastrointestinal (GI) tubes.
- H. Describe major nursing care activities for patients/residents with feeding tube (nasogastric or gastrostomy).
- I. Describe nursing care activities for a patient/resident receiving intravenous (I.V.) therapy.
- J. Describe the role of the Nurse Assistant in assisting the patient/resident to maintain fluid balance.
- K. Describe the purpose and procedure for measuring the amount of fluid taken in and excreted by the patient/resident.
- L. Discuss the role of the Nurse Assistant in the use of bandages, binders, and dressings.
- M. Describe the use and method of applying anti-embolic hose/elastic stockings.
- N. Identify the role of the Nurse Assistant in the care of patient/resident skin conditions and the use of non-prescription ointments, lotions, or powders.
- O. Explain the role of the Nurse Assistant in the admission of a patient/resident to the facility.
- P. Explain the role of the Nurse Assistant in transferring a patient/resident from one area to another within the facility.
- Q. Explain the role of the Nurse Assistant in the discharge of a patient/resident.

## Module 10. Vital Signs

- A. Define vital signs and their purpose.
- B. Discuss the use of temperature as an indicator of body function.
- C. Detail nursing measures to raise and lower the temperature of the body.
- D. Describe the circulatory system as it relates to pulse and identify the pulse sites.
- E. Describe factors that increase and decrease pulse, and the qualities to observe in taking a pulse.
- F. Define and describe respiration and factors that affect respiratory rate.
- G. Describe observations to be made when measuring respirations.
- H. Distinguish abnormal breathing patterns.
- I. Describe the process for taking TPR as a combined procedure.
- J. Interpret what happens in the circulatory system to produce blood pressure.
- K. Identify factors that increase or decrease blood pressure.
- L. Discuss the procedure for taking a blood pressure reading.
- M. Discuss observation and reporting of patient's/resident's pain.
- N. Record vital signs on chart, graph, and Nurse Assistant notes.
- O. Identify the five vital signs and the body functions measured by each.
- P. Describe the equipment and methods used to obtain and record a resident's vital signs.
- Q. Demonstrate the correct procedure for cleaning, disinfecting, and storing vital sign equipment.
- R. Accurately measure and record a resident's temperature.
- S. Accurately measure and record a resident's pulse.
- T. Demonstrate the correct procedure for measuring and recording a resident's respiration rate.
- U. Demonstrate the proper procedure for measuring and recording a resident's blood pressure both manually & electronically.
- V. Identify and report levels of pain.

## Module 11. Nutrition

- A. Discuss the body's need for food and fluids.
- B. List common nutrients and their food sources.
- C. Describe the My Pyramid food guidance system.
- D. Describe the vegan basic four food groups.
- E. Discuss nutritional and fluid needs of the elderly.
- F. Describe therapeutic diets commonly ordered for patients/residents and the responsibilities of the Nurse Assistant.
- G. Describe proper techniques for feeding patients/residents.
- H. Discuss cultural and religious influences on dietary practices.
- I. Identify alternative ways to administer nutrition.
- J. Demonstrate proper feeding techniques.
- K. Demonstrate how to pass dietary tray correctly.
- L. List the signs and symptoms of choking and proper interventions.
- M. Identify alternative ways to meet the resident's need for food and fluids, including nasogastric and gastrostomy tubes.
- N. Discuss the use of feeding assistive devices.
- O. Identify necessary precautions per diagnosis in regard to resident's nutrition (e.g., NPO, Thick-It liquids) and choking and aspiration precautions.

## **Module 12. Emergency Procedures**

- A. Identify common signs and symptoms of conditions associated with patient/resident distress.
- B. Describe the role and responsibility of the Nurse Assistant in preventing and/or responding to medical emergencies.
- C. Describe the immediate interventions in a medical emergency.
- D. List the causes and signs of choking and discuss the use of abdominal thrusts for relief of obstructed airway.
- E. Describe common emergency codes used in long-term care facilities.
- F. Describe when and how to apply postural supports, soft wrist/ankle restraints as safety devices.
- G. Share why it is important to ensure the patient can always reach the call light.

## **Module 13. Long-Term Care Resident**

- A. Describe and identify the basic organization and composition changes of the body due to aging, diseases, disorders including the signs and symptoms.
- B. Describe common basic human needs and interventions for the elderly patient/resident including environmental, psychological, social, recreational, and spiritual needs.
- C. Describe common community resources to meet the needs of the elderly.
- D. Describe the special needs of persons with developmental and mental disorders including intellectual disability, cerebral palsy, epilepsy, Parkinson's disease, and mental illness.
- E. Describe the special needs of persons with Alzheimer's disease and other related dementias.
- F. Identify Nurse Assistant duties and observations for aging changes and complications of immobility.

- G. Describe changes in body systems associated with aging.
- H. List the characteristics of special needs of persons with developmental and/or mental disorders including intellectual disability, cerebral palsy, epilepsy, Parkinson's disease, and mental illness.
- I. List common diseases and disorders including signs and symptoms.
- J. Demonstrate strategies for diffusing an angry or combative resident.
- K. Identify the psycho-social, spiritual, and recreational needs of the long-term resident.
- L. Identify techniques used verbally and nonverbally to redirect combative patient behavior.

## **Module 14. Rehabilitation/Restorative Care**

- A. Discuss rehabilitation (restorative care) and identify how it promotes independence and patient/resident potential.
- B. State goals of restorative care that promote independence and patient/resident potential.
- C. Describe the rehabilitation team, state its purpose, and discuss the role of the Nurse Assistant as a member of the team.
- D. Explain the responsibilities of the Nurse Assistant in promoting patient/resident self-care.
- E. List activities that make up Activities of Daily Living (ADLs).
- F. List common comfort and adaptive devices and explain the purposes of each.
- G. Identify steps to prevent complications from inactivity.
- H. Describe range-of-motion exercises (ROM).
- I. Identify procedures and devices used to promote mobility and ambulation for patients/residents with physical and/or visual impairment.
- J. Discuss relationship between patient's/resident's self-esteem and family involvement in care.
- K. Discuss the process of documentation and role of the Nurse Assistant in care plan meeting.
- L. Identify the role of the Nurse Assistant in preventing complications from inactivity.
- M. Describe the members and purpose of the rehabilitation team.
- N. Identify procedures and devices used to promote mobility and ambulation for residents with physical and/or visual impairment.
- O. Demonstrate proper use of a gait belt.
- P. Properly assist a patient in ambulating using a cane and walker.

## **Module 15. Observation and Charting**

- A. Identify word elements used in medical terms.
- B. Identify medical terminology and abbreviations commonly used in medical facilities and charting.
- C. Define observation, list the senses used to observe a resident and identify when it is necessary to report change in condition.
- D. Describe objective and subjective observations.
- E. Discuss the types of charting documents and use for each.
- F. Explain how to accurately complete ADL assessment for MDS.
- G. Discuss procedures to use when recording on a patient's/resident's chart.
- H. Demonstrate proper charting technique.
- I. Identify legal and ethical issues in charting.
- J. List the importance of the resident's care plan.

- K. Identify procedures to use when recording on a resident's chart.
- L. List examples of information that must be conveyed to the charge nurse.

## **Module 16. Death and Dying**

- A. Describe the philosophy and goals of hospice.
- B. Describe the role of the Nurse Assistant when a license hospice nurse cares for the patient/resident.
- C. List the rights of the dying resident.
- D. Discuss the care and comfort measures for dying patients/residents.
- E. Discuss the approaches used to meet common emotional and spiritual needs of the terminally ill resident and their families.
- F. Differentiate between common signs of approaching death and biological death.
- G. Explain the five stages of the grieving process according to Dr. Kubler-Ross.
- H. Describe the procedure and responsibilities for postmortem care.

## **Module 17. Patient/Resident Abuse**

- A. Identify and discuss types of elder abuse.
- B. Discuss issues related to elder abuse.
- C. Explain the role of the Nurse Assistant in preventing elder abuse.
- D. Describe the role of the Nurse Assistant in reporting elder abuse.