



**CCISD Career Tech Center  
Health Careers Program  
Certified Nurse Assistant Class**

Course Syllabus

Linda Pelli, Instructor  
Houghton County Medical Care Facility  
1100 Quincy Street  
Hancock, MI 49930  
(906) 483-2155

**I. Course Description**

The Nursing Assistant program is ideal for students who would like to explore nursing as a possible career and for those who would like to work as a nursing assistant. This course will provide the training for students to obtain the skills necessary to take the State of Michigan's competency evaluation exam to become a Certified Nursing Assistant (CNA). Upon successful completion of the exam, students will have their name placed on the state registry and will be eligible to work as a nursing assistant in hospitals, nursing homes and with health care agencies.

This course is a combination of theory, practicum (where students practice skills), and clinical instructions (students do direct patient care under the guidance of their instructor). Students enhance their verbal and written communication skills in a health care environment and learn the professional, legal and ethical issues related to health care. Students explore employment opportunities in this fast-growing field through field trips and guest speakers.

**II. Required Text**

Nursing Assistant, A Nursing Process Approach, 9<sup>th</sup> Edition, Barbara Acello

**III. Grading**

Grades are based on attendance (10% of your grade), work attitude (20% of your grade), projects (40% of your grade) and tests and quizzes (30% of your grade). The grading scale is as follows:

100 – 96 = A  
95 – 90 = A-  
89 – 87 = B+  
86 – 83 = B

82 – 80 = B-  
79 – 77 = C+  
76 – 73 = C  
72 – 70 = C-

69 – 67 = D+  
66 – 63 = D  
62 – 60 = D-

**IV. Homework**

During lecture and class discussions students will have both in class assignments and homework to supplement their learning experience (multiple choice, essay, short answer and true and false).

There will also be tests at the conclusion of units which will be announced. Journals are also required to be written for all clinical experiences, guest speakers and field trips.

## **V. Lab Assignments**

Laboratory sessions will prepare students for the clinical experience. Skills will be learned and practiced in a simulated environment with demonstrations, return demonstrations and discussion. Skills must be checked for competency on the SAR. Students must show proficiency on a skill in the lab before performing them on the patients in the clinical setting. The instructor's signature on the SAR will be proof of competency. Lab attendance is mandatory. Any skills the student missed must be made up promptly. Students must pass the skills with 100% competency. This ensures patient/student safety in the clinical setting.

## **VI. Clinicals**

Clinical experience is performed in the clinical setting, doing direct patient care under the supervision of the clinical instructor (RN). Students will perform skills learned in the lab setting. Total patient care including all of the skills on the SAR is the ultimate goal. The students are prepared to take the CNA competency exam to have their names placed on the state registry. Attendance is mandatory and the student must pass this portion to be eligible to take the state exam which consists of both clinical skills and knowledge testing.

## **VII. Projects**

Students have assigned projects during the year. Medical research is done on a subject that interests the student. Students will do in depth research on the condition under the specific guidelines. They will present a PowerPoint presentation to the class on their topic and write a research paper covering in detail all of the required criteria.

## **VIII. Project Based Learning**

Students participate in a surgery or autopsy experience (COSI) with several weeks of pre-activities and post-activities. In class students will do lab activities to prepare for the surgery. Lab reports are compiled by the students, presentations are made in class both by demonstrations, lab reports, and oral presentations. Students formulate questions to ask the surgeon or pathologist during the live interactive surgery or autopsy. Follow up activities are done after the surgery or autopsy.

## **IV. Exams**

At the end of the year all students must take a comprehensive nursing assistant final exam and pass with a 75%. They must also pass an individual clinical lab evaluation proving competency in all skills on the SAR and prove competency in the clinical setting before they can take the state certification exam.

**CCISD Career Tech Center  
Health Careers Program  
Certified Nurse Assistant Class**

First Marking Period

**Core Curriculum Content**

**Week 1**

- ◆ Welcome
- ◆ Classroom/clinical expectations
- ◆ Community service involvement, projects, research, presentations
- ◆ Getting to know you
- ◆ TB skin tests (mandatory)
- ◆ Criminal background checks
- ◆ Nurse Aide as a member of the healthcare team
- ◆ Process of becoming a Certified Nursing Assistant
- ◆ Professionalism in the healthcare setting
- ◆ Confidentiality (legal and ethical aspects)
- ◆ HIPPA (how does it affect the student CNA)
- ◆ Test on professionalism and confidentiality
- ◆ All required forms must be turned in by the end of this week
- ◆ Students participate in first community service projects for HOSA (assisting American Red Cross with collection of hygiene items)

**Week 2**

- ◆ Read all TB tests (collect all Hepatitis info)
- ◆ Name tags and uniforms will be ordered (all money due to instructor by Friday of this week)
- ◆ Resident rights (resident rights memory game)
- ◆ Interactive video, handouts, discussion
- ◆ Abuse identification and reporting (ID and Reporting of Abuse A Training Manual for Nursing Home Aides)
- ◆ Handouts, role playing, discussion, video
- ◆ Public Health Code 333.20201
- ◆ Test on Resident Rights and Abuse
- ◆ Guest speaker from Ferris State University (opportunities in health care)
- ◆ Begin identifying interaction skills
- ◆ Students collect boxes from schools and agencies and work with American Red Cross assembling packages

**Week 3**

- ◆ Communication (ProCare in class interactive video program, handouts, discussion, role playing)
- ◆ Unit 7 in textbook
- ◆ Demonstrate listening and verbal skills, understanding non-verbal communication
- ◆ Identify ways to modify behavior in response to residents' behavior
- ◆ Understanding subjective and objective data collection

- ◆ Sensory losses eye/ear
- ◆ Communicating with individuals who have visual and hearing deficits
- ◆ Lab: care of the hearing aide, insertion and removal of the hearing aide. Care of the resident's eye glasses.
- ◆ Clinical: upon completion of core curriculum, students will be assigned to visit and interview nursing home residents and share their findings with their classmates in a discussion and presentation of findings.
- ◆ Evaluation: written test on communication. Multiple choice, case studies and essay responses.

#### Week 4

- ◆ Introduction to HOSA: What is HOSA? Why become involved? What HOSA means to me by second year HOSA students. Review of leadership conference, state and national competitions. (Slide show, discussion and video of Nationals.) Guest speaker, HOSA state president Briana Usitalo.
- ◆ Chapter formation (each section will vote for officers after review of officer duties and expectations).
- ◆ Registering of students for official HOSA membership. Collection of HOSA dues.
- ◆ Fundraising brainstorming to defray costs of regional and state competitions.
- ◆ Safety, accident prevention "Taking care of yourself"
- ◆ Unit 14 in textbook (Environmental and Nursing Assistant Safety)
- ◆ Guest speaker: Preventing back injuries in healthcare
- ◆ Good body mechanics. Ergonomics
- ◆ Identifying and responding to medical emergencies (handouts, interactive video, class readings and discussion)
- ◆ Lab: Application and correct usage of gait belt, bed operation, wheel chair operation, transporting a resident safely, use of the elevator, Heimlich maneuver, assisting a resident who is falling

#### Week 5

- ◆ Continue with safety and ID and management of medical emergencies
- ◆ Fire safety and disaster preparedness (guest speaker)
- ◆ How to respond to CODE RED
- ◆ Test on safety, ID management of medical emergencies and fire safety
- ◆ Fall leadership conference for HOSA.
- ◆ Infection Control (5 days). Theory, reading, assignment. Unit 12 and Unit 13 in textbook, infection control. Handouts, class discussion
- ◆ Identify ways microorganisms are spread
- ◆ Identify diseases and methods of transmission
- ◆ Demonstration of OSHA standards for occupational exposure to Blood Borne Pathogens
- ◆ Understanding of AIDS and Hepatitis transmission
- ◆ What is TB and how is it spread?
- ◆ Lab: All students will do return demonstrations on the following: hand washing, application and removal of PPE, standard precautions, blood spill procedures, glow germ and black light demonstration and evaluation of effectiveness of hand washing

## Week 6

- ◆ Continue with infection control lab practicum
- ◆ Infection control test, multiple choice and essay

## Clinical

### Week 6

- ◆ Tour the entire facility. Students must be in full uniform with ID pin on for this activity (one entire class period)
- ◆ Introduction to activity department. Expectations, dress code and behaviors while relating to residents in this department
- ◆ Introduction to Chris Lehto (head of Recreational and Diversional Therapy Department at HCMCF)
- ◆ Clinical experience (two days)
- ◆ Students are assigned to work with residents during a group activity (crafts, bowling, baking, card games, coffee social). Students should utilize their communication skills to develop trusting relationships with the residents in a non-threatening environment
- ◆ Students will interview residents on their life experience
- ◆ Class review of group activity experience during post clinical discussion
- ◆ Students will individually present to the class a short five to seven minute oral presentation on what they learned, any communication barriers they noted and strategies used to overcome these barriers. (25 points)

### Week 7

- ◆ Unit 17 in textbook (the patient's mobility: ambulation)
- ◆ Theory/lab practicum
- ◆ Students will participate in lecture, films, demonstration, and do return demonstrations on each other on the following skills: Moving patients safely, transferring residents from bed to wheelchair and ambulation of residents, use of assistive devices (walkers, canes, crutches), application of AFOs, ambulation of residents
- ◆ Upon completion of this unit, students will be oriented to Physical Therapy Department of HCMCF, introduced to staff and learn expectations of clinical experience in this department
- ◆ With instructor's guidance, students will have two days of clinical experience assisting residents with ambulation, transfers, walking in the parallel bars, use of pulleys (students will be separated into groups of 6-8)

### Week 8

- ◆ Painting pumpkins and reminiscence therapy with residents. This clinical experience will have students interacting with students in small groups in Woodland Haven and in the activity department
- ◆ Measuring and recording vital signs
- ◆ Body temperature (Unit 18, p. 282-300)
- ◆ Theory, films
- ◆ Spell and define terms
- ◆ Name and identify the three types of clinical thermometers, identify the normal values
- ◆ Lab: Students will demonstrate the following procedures: measuring temperature utilizing oral, tympanic, digital thermometers, axillary temps, rectal temps, tympanic temps

- ◆ Upon completion in the lab, students will perform this skill in the clinical setting with residents
- ◆ Lab activities: Students will alternate groups between carving pumpkins in activity room and small group lab activities. Plan for Halloween interactions with residents.
- ◆ Pulse and respiration (Unit 19)
- ◆ Spell and define terms
- ◆ Define pulse
- ◆ Explain the importance of monitoring a pulse rate
- ◆ Locate pulse sites
- ◆ Identify range of normal pulse and respiratory rates
- ◆ Lab: demonstrate counting the radial pulse, apical pulse and counting respirations
- ◆ Clinical (upon completion of this unit students will take vital signs of residents in the clinical setting)

#### Week 9

- ◆ Students will bring children and pets and will dress in costume to visit and mingle with residents. Each class will parade in different sections of the facility. Small informal party in classroom following this activity (parental volunteers for this activity will be requested)
- ◆ Continue with vital signs
- ◆ Unit 20 blood pressure
- ◆ Spell and define terms
- ◆ Describe factors influencing blood pressure
- ◆ Identify normal ranges
- ◆ Identify causes of inaccurate blood pressure reading
- ◆ Lab: Students will demonstrate taking blood pressures with manual and electronic blood pressure apparatus. Use of classroom blood pressure arm.
- ◆ Upon completion of this unit students will perform activity in clinical setting under the direction of instructor
- ◆ Assessment of this unit will include written tests, including documentation of vital signs, applying vital signs to a graph, terminology, v/s ranges

### Second Marking Period

#### Week 1

- ◆ Two day lab practicum: Assisting the resident with toileting, care of the incontinent resident, B&B training, application and removal of Depends, use of bedpan and bedside commode
- ◆ The Brain (video/handouts anatomy and function of lobes)
- ◆ Introduction to Dementia/Alzheimer's Disease
- ◆ Pre/post test questions on Alzheimer's Disease
- ◆ Four hallmarks of Alzheimer's Disease
- ◆ Lecture, role play, class discussion, video series: Getting Hit, Scratched, Pinched and Bit and What to do About it
- ◆ Caring for the wandering resident, restraint alternatives
- ◆ Video: Dress Him While He Walks

- ◆ Clinical: Students to visit all veterans in facility (in groups with instructor), communicate with residents about their individual military experiences. Students will sing patriotic songs encouraging residents to join in. Students will present a flag to each veteran.

#### Week 2

- ◆ Continuation of Alzheimer's Disease/caring for residents with cognitive impairments
- ◆ Reading assignments/oral presentation
- ◆ Dealing with difficult behaviors (Each student is assigned a unit of this book. Student will present to the class an oral presentation 7-9 minutes and will be able to answer questions from class on possible causes of the behavior, physiological causes, environmental and other causes along with coping strategies.)
- ◆ Guest speaker: Marja Salani, CCMH Wellness Institute, patient centered care, enhancing the quality of life of residents and promotion of effective communication strategies
- ◆ Two days of clinical students work in Woodland Haven with residents with Dementia and alternate in Physical Therapy assisting with ambulation of residents with cognitive impairments

#### Week 3

- ◆ Students take vital signs at blood drive
- ◆ Film: The Notebook
- ◆ HOSA community service project: mitten making mass production at Huskvarna Dealer. Group project mittens donated to Salvation Army to kick off their Christmas Giving campaign
- ◆ Senior BSN, NMU students working with students: alternative medicine modalities

#### Week 4

- ◆ Class HOSA meetings: fundraising and regional planning
- ◆ HOSA: review of competitive event options, students to research individual and group events, handouts, guidelines, and required items. Students involved in state competitions last year to present to class hints on preparing for competitive events. What to expect at regional and state competitions
- ◆ Nutrition and fluids (Unit IX ProCare)
- ◆ Preparing for mealtime
- ◆ Assisting residents at mealtime
- ◆ Poor nutrition
- ◆ The digestive system
- ◆ Dysphagia
- ◆ Assisting residents with swallowing disorders (film, handouts, discussion)
- ◆ Practicum: feeding a resident
- ◆ Maintaining fluid intake
- ◆ Assisting residents with adequate fluid intake
- ◆ Residents with special needs for fluids or fluid restrictions
- ◆ Fluid intake in hot weather
- ◆ Dehydration
- ◆ Monitoring intake and output (nursing math lessons)
- ◆ Urinary system

- ◆ Common problems and treatments, bladder training
- ◆ Lab: measuring intake and output, care of the resident with a Foley catheter. Emptying a catheter
- ◆ Clinical: students will be assigned to assist with passing trays and feeding residents, recording I & O in the clinical setting

#### Week 5

- ◆ Project assignment: computer lab, students will be granted three days per week in class to work on project
- ◆ Handout 102: medical research
- ◆ Each student will research a medical topic of their choosing (stipulation: no duplication of disease/disorders in class). This assignment will include web based research utilizing approved sites, written research and PowerPoint presentation to class utilizing guidelines listed in handout. Presentations are due 1/3/06. Written research paper due by Friday 1/06. This project is 25 percent of the student's marking period grade and is also included as the first semester exam.
- ◆ Guest speaker: sexual assault response team, forensic nursing, medical examiner
- ◆ Lab: reposition resident in bed with a backrub, occupied bed and unoccupied bed making

#### Week 6

- ◆ Continue research assignments wireless computer lab (two class days)
- ◆ Lab: the bed bath for a resident needing partial assist and total assist
- ◆ Assist the resident with dressing
- ◆ Upon showing competency students will be assigned with partners to perform a bed bath in the clinical setting under the supervision of the clinical instructor. This will include oral hygiene.

#### Week 7

- ◆ Holidays and the Long Term Care Resident (video and discussion)
- ◆ Clinical: Reminiscent therapy with residents of past Christmas experiences. Assist residents with decorating, Christmas baking, caroling, and preparation for resident party.
- ◆ Clinical: Partial bed bath with assistance (students will be with partners for initial assignment)
- ◆ HOSA holiday service project: delivery of packages for Little Brothers Friends of the Elderly (students will be assigned homebound elderly to visit, sing Christmas carols and deliver packages)

#### Week 8

- ◆ PowerPoint research presentations due. Begin presenting to class
- ◆ Written research papers due

#### Week 9

- ◆ Forensic medicine projects in class this week. Hands-on laboratory experience in class.
- ◆ Autopsy live
- ◆ Review and evaluations of forensic medicine assignments

## Week 10

- ◆ Lab practicum: The Hoyer Lift and Easy Lift

## Third Marking Period

### Week 1

- ◆ Introduction of portfolios: criteria, handouts, pass out binders, pages, etc.
- ◆ Review of HOSA activities that students have chosen for competitive events
- ◆ American Red Cross: CPR adult, child, infant and use of AED
- ◆ Lecture, lab, demo, return demo
- ◆ Evaluation: demonstrate competency of required skills through scenarios along with passing written exams for each unit.
- ◆ Responding to an emergency
- ◆ Moving an adult
- ◆ Caring for shock
- ◆ Life-threatening emergencies: checking an unconscious adult, child, infant
- ◆ Checking a conscious adult, child, infant
- ◆ Conscious choking victim
- ◆ Breathing devices
- ◆ Rescue breathing for the adult, child, infant
- ◆ Recognizing a heart attack
- ◆ Cardiac chain of survival. Use of AED
- ◆ CPR adult, child, infant
- ◆ Unconscious choking adult, child, infant
- ◆ Life threatening emergencies in infants and children

### Week 2

- ◆ First Aid
- ◆ After completing this unit participants will become familiar with how to recognize and care for victims of sudden illness and injuries and will be able to:
- ◆ Recognize injuries
- ◆ Demonstrate how to control bleeding
- ◆ List the general care steps for burns
- ◆ Demonstrate how to care for muscle, bone and joint injuries
- ◆ Caring for infants, children through elderly during an emergency/injury
- ◆ Students will demonstrate competencies in the lab during practicums with scenarios and also will pass the written exam to receive certification
- ◆ Introduction to the bed bath: Lecture/lab demo and return demo
- ◆ Dressing the resident who needs partial and total assistance: lab/demo/return demo
- ◆ When students display competencies in this area, they will perform these tasks in the clinical setting with the instructor's guidance

### Week 3

- ◆ Clinical hours: students will be doing AM cares including bed baths, dressing, bathing, grooming, transferring, oral hygiene, care of the residents unit including bed making under

the direct supervision of the clinical instructors. Each student will have three days of clinical experience this week.

- ◆ Portfolio follow up and further assignments
- ◆ HOSA: All students will break into their HOSA teams to prepare and review for testing and skills for competitive events.

#### Week 4

- ◆ Valentine's community service delivery of flowers and valentines along with visits for HCMCF residents and Little Brothers Friends of the Elderly
- ◆ Lab/Theory/Clinical
- ◆ Musculoskeletal system: overview
- ◆ Common conditions
- ◆ Rehabilitation: range of motion (passive and active ROM) positioning, use of adaptive equipment, AFOs, arm slings, rehab terminology
- ◆ Lab: All students will demonstrate competency performing range of motion exercises on upper and lower extremities. Application and removal of orthotics and prosthetics, bowel and bladder training. Assisting the resident to reach their highest potential. Use of Hoyer Lift and EZ Lift.
- ◆ Clinical: students will work with residents in the physical therapy department and also will care for patients in the clinical setting performing ROM exercises and assisting with rehab care of the residents.

#### Week 5

- ◆ Review of medical math, medical spelling, and medical terminology, medical reading, along with practice sessions for individualized and team skills for HOSA competitions. Instructors will evaluate progress to goals and coach as needed.
- ◆ Review day for HOSA is for those students who are up to date on all lab and clinical practicums. Those not up to date use this day as a make up day for those skills/clinical days which are missed.
- ◆ Lesson plans: cover letter, resume and continued progress on portfolios. Cover page for front of portfolio to be completed.
- ◆ Clinical setting: total patient care in the clinical setting two days this week under the direction of the clinical instructors

#### Week 6

- ◆ Clinical: total patient care in the clinical setting (two days)
- ◆ Continue with medical math, medical spelling and medical terminology along with medical abbreviations
- ◆ Final review for HOSA events. Necessary supplies distributed to students. Meeting with all participants for final instructions.

#### Week 7

- ◆ Continue with medical terminology, medical spelling, medical abbreviations.
- ◆ HOSA preparation Tuesday. Competitions all day Wednesday.
- ◆ Regional HOSA competitions for all students
- ◆ Gastrointestinal system

- ◆ Structure and function
- ◆ Common problems
- ◆ Common conditions
- ◆ Assisting the resident with bowel elimination
- ◆ Lab/Lecture: colostomy care, enemas, suppositories, catheter care
- ◆ Test out in clinical lab on these skills
- ◆ Clinical setting: Total patient care including care of patients with colostomies, catheters, and those needing suppositories or those requiring fleets enemas.

#### Week 8

- ◆ Lab/Lecture
- ◆ Integumentary system
- ◆ Skin functions
- ◆ Aging changes
- ◆ Guidelines for preventing pressure sores
- ◆ Observation and reporting skin conditions/indications of same
- ◆ Respiratory system
- ◆ Structure and function
- ◆ Patients at risk for poor oxygenation. S/S to report, care of patients with these conditions
- ◆ URIs, COPD
- ◆ Special therapies R/T respiratory illness
- ◆ Oxygen therapy
- ◆ Care of the resident using oxygen, safety, infection control standards, application of nasal cannula, use of oxygen concentrators and oxygen tanks. Demonstration and use of pulse oximeter
- ◆ Clinical: care of residents with COPD, those residents using oxygen therapy, and those at risk for skin breakdown

#### Week 9

- ◆ Death and dying
- ◆ Guest speakers from KHN/Hospice
- ◆ End of life training (CNA curriculum)
- ◆ Care of the terminal patient, identifying pain, observation and reporting, interventions of the CNA to ease the pain
- ◆ Lab: post mortem care
- ◆ Clinical: care of a terminally ill resident in the clinical setting under the direct guidance of the clinical instructor
- ◆ Written exam: care of the dying resident and pain

### Fourth Marking Period

#### Week 1

- ◆ As a conclusion to Death and Dying students to see “Tuesdays with Morrie” film
- ◆ Grief: Recognizing stages of grieving. Assisting the grieving patient and family.
- ◆ Classroom: Lecture and discussion, films
- ◆ Portfolio completion

- ◆ Employment opportunities and career growth
- ◆ Possible places of employment for the CNA
- ◆ Making a good first impression
- ◆ Writing a cover letter for a position in the health care field
- ◆ Assemble a proper resume
- ◆ Validate references
- ◆ Make specific applications for work
- ◆ Setting up and preparing for an interview

#### Week 2

- ◆ Lesson: Preparing for the professional interview/job expectations in the health care field.
- ◆ Students will be assigned to health care professionals who will interview them for a specific health care position. Students will bring their completed portfolio to the interview. The health care professional will evaluate the student's interview with the rubric provided by the instructor and will return it. The instructor will review the findings with the student.
- ◆ Clinical experience: Two days doing total patient care in the clinical setting. Students will be assigned individual patients, will read care plans and prioritize care during pre-clinical conference (day previous to direct care).

#### Week 3

- ◆ Final preparation for class trip to regional medical center. Class officers meeting with classes to review budget, go over expectations and guidelines. Permission slips should be returned.
- ◆ Students meeting to review plans for state HOSA competitions in Traverse City. Instructors to review team progress for competitive events.
- ◆ Lab: The shower. Guidelines for giving a resident a shower, which includes shampoo, nail care, shaving, hair care, including setting, weight of resident, observation and reporting of any abnormalities noted.
- ◆ Clinical experience: Three days doing total patient care in the clinical setting. Each student will be assigned an individual patient requiring total patient care. Students will be assigned bed baths and showers. Total patient care will include bathing, grooming, dressing, transferring, assisting with nutrition and hydration. Documentation of care given.

#### Week 4

- ◆ Class trip to regional medical center. Tour hospitals including trauma units, Pediatric Hospital, University Hospital with hands on experience in experimental surgery department (suturing, latest research technology, observing surgery).
- ◆ Students to learn of opportunities in health care field. See and hear from individuals working in various health care settings. Department tours to be assigned.
- ◆ Tour of Science Museum and Museum of History of Nursing
- ◆ What to expect at the competency evaluation practicum exam.
- ◆ In lab practice of all skills in state evaluation booklet. Indirect skills, how do they affect direct patient care.
- ◆ Preparing for the state exam. Practice knowledge exam.
- ◆ Review of all skills. Importance of steps.
- ◆ Students assigned specific times to prove final competencies on clinical skills.

- ◆ Review for comprehensive final exam. Jeopardy game to review for exam.
- ◆ Administration of final comprehensive nursing assistant exam.
- ◆ Clinical experience: Students assigned patients in Woodland Haven and skilled patients in the clinical setting.

#### Week 5

- ◆ Care of the surgical patient
- ◆ Pre and post op care
- ◆ Medical terminology related to the surgical and post op patient
- ◆ S/S to observe pre and post operatively
- ◆ Informed consent. What does it mean?
- ◆ Surgical check off list.
- ◆ Recognizing and prevention of post op complications
- ◆ Lab: care of Jackson Pratt, hemovac, the patient with IV therapy, assisting the patient with initial ambulation following surgery. Log rolling the resident. Transferring from a gurney to the bed.
- ◆ Assessment of pain and effectiveness of interventions.
- ◆ Guest speakers: Employment opportunities in the OR
- ◆ Demonstrations and discussion with OR tech.
- ◆ Clinical experience: Total patient care in clinical setting. If available students to be assigned to post op patient.

#### Weeks 6 and 7

- ◆ HOSA State Leadership Conference for those qualifying.
- ◆ Clinical experience: Total patient care including health care of individuals with colostomies, catheters, on oxygen therapy, those requiring Hoyer Lift
- ◆ Obstetrical Nursing
- ◆ Medical Terminology R/T OB/GYN
- ◆ Anatomy
- ◆ The Miracle of Birth
- ◆ Labor and Delivery
- ◆ Guest speaker: Cindy Zimmerman, RN WUPDHD WIC and Maternal Support Services, OB nurse
- ◆ Tour of OB Unit and Newborn Nursery
- ◆ Care of the newborn

#### Week 8

- ◆ Clinical experience: Total patient care, physical therapy and occupational therapy assignments
- ◆ Awards and recognition picnic
- ◆ Last days for Seniors, final exams for Juniors at perspective home schools