



**UNLICENSED ASSISTIVE PERSONNEL
COURSE OUTLINE**

SPRING 2008



COURSE OUTLINE

Course Number : XAH250

Course Title : Unlicensed Assistive Personnel

Credits : 0

Hours: 50 classroom hours & 16 clinical hours

Catalog description:

This course presents core content in direct client care for students desiring to begin the process for certification as a Certified Nursing Assistant or Home Care/Hospice Aide.

Prerequisites: None

Corequisites: None

Required texts/other materials:

Sorrentino, S. A. (2004). Mosby's textbook for nursing assistants (6th Ed.). St. Louis: Mosby.

Last revised: 2007

Course faculty: Catherine C. Smith, RNC, BSN, WOCN

Information resources: Textbook, library sources

Course goals:

At the end of this course the student will be able to:

- Describe the direct care needs of clients with a variety of common disease conditions
- Demonstrate safe care of a dependent client in a selected clinical setting

COURSE OUTLINE

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Differentiate the roles of health-care team members • Describe delegation within the nurse-UAP-client relationship • Discuss the Five Rights of Delegation • Identify the responsibility of the UAP if he/she lacks the necessary skill or knowledge required to perform a delegated activity • Explain the role of communication throughout the delegation process • Summarize the characteristics of an effective UAP • Identify the requirements for certification and recertification for the UAP • Identify the purpose of the plan of care • Discuss the UAP's accountability in following care plans, procedures, and directions given by the nurse • Identify actions that protect or promote the rights of the client • Identify ways of providing privacy for a client • Identify client-related information that must be kept confidential • Describe the UAP's responsibilities in protecting client rights • Discuss the role of the UAP in reporting abuse • Describe how and to whom an identified client abuse situation is reported 	<p>2</p>	<p>Section I – Role of the UAP in Nursing Care Settings</p> <p>A. Settings utilizing UAPs in the health-care continuum</p> <ol style="list-style-type: none"> 1. long-term care 2. acute care 3. subacute care 4. outpatient services 5. rehabilitation centers 6. home-care agencies 7. assisted living 8. hospice <p>B. Role of the UAP</p> <ol style="list-style-type: none"> 1. health-care team 2. nursing team <p>C. Legal and ethical considerations for the UAP</p> <ol style="list-style-type: none"> 1. regulatory/licensing 2. accountability 3. client rights 4. confidentiality 5. client abuse 6. documentation 	<p>Lecture/Discussion Handouts</p>	<p>Required Reading: Sorrentino – Chapters 1-3</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss how emotional and physical needs can influence a person's behavior • Provide an example of client behavior that may require/need nursing intervention • Identify appropriate and inappropriate responses to a client's behavior <p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of reactions to changes in health • Provide examples of responses that support the emotional needs of a client when he/she is grieving <p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of religious/spiritual customs or rituals • Describe indicators of spiritual crisis and needs of the clients • Provide examples of activities by the UAP that address the client's spiritual needs 		<p>C. Behavior as a Response to Stress or Unmet Needs</p> <ol style="list-style-type: none"> 1. examples of behaviors indicating stress or unmet needs 2. UAP responses to client behavior <p>D. Responses to Changes in Health</p> <ol style="list-style-type: none"> 1. influences on client responses to changes in health status 2. emotional reactions to changes in health 3. supportive care to address emotional needs in dealing with changes in health <p>E. Spiritual Needs of the Client</p> <ol style="list-style-type: none"> 1. concepts 2. indicators of spiritual crisis or need 3. UAP responses supporting the spiritual needs of the client 	<p>Lecture/Discussion Handouts</p>	<p>Required Reading: Sorrentino – Chapter 6</p>
<p>The student will:</p> <ul style="list-style-type: none"> • Identify common safety hazards, environmental, physical and emotional • Discuss the major causes of accidents in a health-care setting • Describe safety measures related to fire prevention • Describe safety measures that reduce the risk for client injury 	1.5	<p>Section III – Safety</p> <p>A. General Safety: Environmental, Physical and Emotional</p> <ol style="list-style-type: none"> 1. conditions that increase the risk of accidents of injury to the client 	<p>Lecture/Discussion Handouts Demonstration</p>	<p>Required Reading: Sorrentino – Chapter 10, 11</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<ul style="list-style-type: none"> • Demonstrate methods of protecting clients from injury • Identify hazards that must be reported or corrected immediately • Discuss risk factors for client abuse <p>The student will:</p> <ul style="list-style-type: none"> • Describe the steps to be taken in response to a fire • Demonstrate or explain how to use a fire extinguisher • Describe the principles of evacuation • Select and demonstrate the appropriate lifesaving carry to a nonambulatory client for a given scenario 	2	<p>B. Fire and Disasters</p> <ol style="list-style-type: none"> 1. types of possible disasters 2. responding to a fire emergency or disaster 		
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss how infections are spread • Describe ways to prevent the spread of infection • State the meaning and purpose of universal precautions • Provide examples of how and when universal precautions are used • Demonstrate handwashing procedure • Identify when hand washing is necessary • Demonstrate the use of person protective equipment • Describe the purpose of maintaining a clean environment • Identify materials considered hazardous waste • Implement safety practices in the handling of hazardous wastes 	2	<p>C. Standard Precautions for Infection Control</p> <ol style="list-style-type: none"> 1. chain of infection 2. protecting the client and health-care worker from disease-causing organisms 3. hazardous waste 4. cleaning equipment 5. clean vs. dirty 6. special concerns: TB, HIV, Hepatitis B 		<p>Required Reading: Sorrentino – Chapter 12</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<ul style="list-style-type: none"> • Describe the rules for handling clean and dirty linens • Describe the methods of cleaning equipment • Identify the importance of the application of friction in cleaning procedures <p>The student will:</p> <ul style="list-style-type: none"> • State the factors that are needed to maintain a healthy back • Discuss the basic principles of proper body mechanics • Demonstrate lifting and moving objects safety 	0.5	D. Body Mechanics <ol style="list-style-type: none"> 1. basic anatomy of the spinal column 		Required Reading: Sorrentino – Chapter 13
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss guidelines for responding to client-related emergencies • Indicate the importance of calling for help when discovering an emergency • Demonstrate the Heimlich maneuver (for children and adults) according to AHA or ARC standards 	1.5	E. Emergencies <ol style="list-style-type: none"> 1. define emergency 2. emergency preparedness and response 3. guidelines for handling emergencies 		Required Reading: Sorrentino – Chapter 40
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss the need for proper body alignment during range-of-motion (ROM) exercises • State the role of the UAP in performing ROM exercises • Identify the importance of encouraging maximum independence of the client with movement, transferring and ambulation activities 	6	Section IV – Systems and Related Care A. Musculoskeletal System <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. examples of changes to report to the nurse 4. equipment related to care of the musculoskeletal system 5. client care needs related to the musculoskeletal system 	Lecture/Discussion Handouts Demonstration	Required Reading: Sorrentino – Chapters 22, 33 (pp. 675-685)

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<ul style="list-style-type: none"> • Demonstrate selected procedures, utilizing proper body mechanics, while also ensuring the client's safety and respecting the client's rights at all times • Identify client care needs to be considered when caring for clients using selected equipment • Provide examples of musculoskeletal system changes to report to the nurse <p>The student will:</p> <ul style="list-style-type: none"> • Identify signs of a pressure sore • Identify conditions that increase the risk of skin breakdown • List personal care activities that promote the care of the skin • Describe special skin care considerations required for age-related changes to report to the nurse • Demonstrate selected procedures, applying the principles of safety, while respecting the client's rights at all times 	9.75	<p>B. Integumentary System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. general skin care 4. examples of changes to report to the nurse 5. client-care procedures related to the integumentary system 		<p>Required Reading: Sorrentino – Chapters 14-17</p>
<p>The student will:</p> <ul style="list-style-type: none"> • Five examples of foods contained in each of the groups that comprise the food pyramid • Give examples of foods that would be included or restricted in therapeutic diets • Provide examples of upper gastrointestinal system changes to report to the nurse 	4	<p>C. Upper Gastrointestinal System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. general care 4. examples of gastrointestinal changes to report to the nurse 5. promoting appetite at mealtime 6. promoting independence with feeding 		<p>Required Reading: Sorrentino – Chapter 20</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<ul style="list-style-type: none"> • Provide example of assistive devices used to encourage self-feeding • Identify the importance of reporting changes in the client's weight • Identify activities that promote appetite • Demonstrate selected procedures, applying principles of safety, while respecting the client's rights <p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of lower gastrointestinal system changes to report to the nurse • Identify measure that encourage bowel movements • Demonstrate selected procedures, applying the principles of safety, while respecting the client's rights 	2	<p>7. client-care procedures related to upper GI system</p> <p>D. Lower Gastrointestinal System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. general care 4. examples of gastrointestinal changes to report to the nurse 5. client-care procedures related to lower GI system 		<p>Required Reading: Sorrentino – Chapter 19, 33 (pg. 700)</p>
<p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of urinary system changes that must be reported • Discuss the need and method for maintaining or attaining adequate fluid hydration • Explain general care guidelines to be followed for the client with an indwelling and external catheter • Discuss the emotional needs of the client experiencing incontinence • Demonstrate selected procedures, applying the principles of safety, while respecting the client's rights 	3	<p>E. Urinary System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common urinary tract disorders 3. examples of urinary changes to report to the nurse 4. general care related to the urinary system 5. client-care procedures related to the urinary system 		<p>Required Reading: Sorrentino – Chapter 18, 33 (pp. 696-698)</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of cardiovascular changes to report to the nurse • Provide examples of respiratory changes to report to the nurse • Demonstrate selected procedures, applying the principles of safety, while respecting the client's rights • Identify normal ranges for temperatures, pulse and respiration • Identify locations on the body where the pulse can be taken 	4	<p>F. Cardiovascular and Respiratory Systems</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. examples of cardiovascular or respiratory changes to report to the nurse 4. general related to the cardiovascular and respiratory systems 5. client-care procedures related to cardiovascular/respiratory systems 		<p>Required Reading: Sorrentino – Chapter 21, 30, 33 (pp. 690-695)</p>
<p>The student will:</p> <ul style="list-style-type: none"> • Provide examples of neurological system changes to report to the nurse • Give examples of special client-care needs for clients with selected disorders • Identify safety considerations when caring for clients with selected neurological impairments 	0.75	<p>G. Neurological System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. examples of neurological changes to report to the nurse 4. client care related to the neurological system 		<p>Required Reading: Sorrentino – Chapter 34, 35, 33 (pp. 686-690)</p>
<p>The student will:</p> <ul style="list-style-type: none"> • List symptoms of diabetes • List symptoms of hypoglycemia and hyperglycemia • Describe the emergency treatment of hypoglycemia • Discuss the special care needs of clients with diabetes 	1	<p>H. Endocrine System</p> <ol style="list-style-type: none"> 1. overview of anatomy and physiology 2. common conditions/disorders 3. examples of changes to report to the nurse 4. client care related to the endocrine system 		<p>Required Reading: Sorrentino – Chapter 33 (pp. 698-699)</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> Provide examples of reproductive system changes to report to the nurse 	1	<p>I. Reproductive System</p> <ol style="list-style-type: none"> overview of anatomy and physiology common conditions/disorders examples of changes that must be reported to the nurse 		<p>Required Reading: Sorrentino – Chapter 37, 33 (pp. 703-705)</p>
<p>The student will:</p> <ul style="list-style-type: none"> Indicate the difference between the terms human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) Provide examples of changes in the AIDS client to report to the nurse Discuss factors that contribute to the development of cancer List at least four of the seven warning signs of cancer Discuss the three common treatments for cancer Provide examples of changes in the client with cancer to report to the nurse 	1	<p>J. Immune System</p> <ol style="list-style-type: none"> overview of anatomy and physiology common conditions/disorders general care of the client related to the immune system 		<p>Required Reading: Sorrentino – Chapter 33 (pp. 673-675, 701-703)</p>
<p>The student will:</p> <ul style="list-style-type: none"> Describe the function of rest and sleep for the client Identify interventions that promote rest and sleep for the client Describe activities included in evening care 	0.5	<p>K. Rest and Sleep</p> <ol style="list-style-type: none"> purpose characteristics of sleep promoting sleep 		<p>Required Reading: Sorrentino – Chapter 23</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Identify the physical and emotional needs of the dying client • Discuss the role of the UAP in addressing the emotional and physical needs of the terminally ill client • Describe physical signs and changes that occur as death approaches • Provide an example of the client Self-Determination Act • Demonstrate the procedure for postmortem care 	1.5	<p>L. Death and Dying</p> <ol style="list-style-type: none"> 1. terminal illness 2. signs of impending death 3. postmortem care 		<p>Required Reading: Sorrentino – Chapter 41</p>

Evaluation of Student Learning:

Course Requirements:

1. Unit Exams - 4

2. Final Exam

Grading

Unit Exams 75%

Final Exam.....25%

3. Clinical Experience – 4 days

Clinical Grading

Satisfactory/Unsatisfactory

GRADING

A	97-100
A-	93-96
B+	89-92
B	85-88
B-	81-84
C+	78-80
C	75-77
D	61-74
F	60 or below

Academic Integrity Statement:

ACADEMIC INTEGRITY OMB 210

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.

- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.

- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation.

In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved by the MCCC Board of Trustees March 18, 2004