

COURSE PREFIX/NO: **AHS 117**
COURSE TITLE: **The Care of Patients**
LECTURE HRS/WK: **3.0**
LAB HRS/CREDIT HRS/WK: **3.0**
CREDIT HOURS/SEMESTER: **4.0**

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

COURSE DESCRIPTION

This course includes a study of concepts required to assist in nurse assisting.

COURSE COMPETENCIES

This is a **South Carolina State Approved Nursing Assistant Training Program**, and all areas of the state-approved core curriculum are addressed according to survey approval requirements. Course competencies include:

Module 1: Long-Term Care, Role of the Nurse Aide, Residents Rights, Legal Aspects of the Medical Record

1. Compare long-term care to other healthcare settings
2. Describe a typical long-term care facility
3. Identify the nurse aide's role in the long term care setting (ex: job description, in-service training)
4. Describe and demonstrate good health and hygiene practices
5. Define ageism and list losses
6. Discuss various myths and stereotypes associated with aging/older adults
7. Explain Medicare and Medicaid
8. Describe the care team and the chain of command
9. List members of the rehabilitative and nursing team and their role in promoting independence
10. Describe the chain of command and interaction with supervision and staff
11. Define policies, procedures and professionalism
12. Describe ethical and legal behaviors
13. Describe the role of the ombudsman in long-term care
14. Describe and list the Residents' Bill of Rights and list examples of each
15. Discuss the role of the nurse aide as it relates to protecting the residents' rights
16. Describe the protection of the residents' right to privacy
17. Describe the nurse aide's role in protecting and maintaining the dignity of each resident
18. Describe the protection of the residents' personal items (clothing, assistive devices, such as hearing aides, dentures, glasses, flowers, food, etc)
19. Discuss the residents' right to refuse care
20. Describe promotion of resident's right to make personal choices
21. Define and describe the residents' rights to protection and confidentiality
22. Define and discuss abuse (mental, verbal and physical, neglect, and misappropriation of resident property)
23. Describe ways the nurse aide can provide assistance to residents in resolving grievances and disputes
24. Define confidentiality

25. Discuss the nurse aide's responsibilities in relation to confidentiality
26. Explain legal aspects of the resident's medical record
27. Explain the Minimum Data Set (MDS)

Module 2: Foundations of Resident Care, Communication and Interpersonal Skills, Infection Control, and Safety/Emergency Procedures

1. Explain the purpose of communication between members of the health team
2. Describe how communication skills of the nurse aide affect the quality of care provided to residents.
3. Demonstrate oral and written reporting of resident information
4. Define the commonly used abbreviations and terminology used in the long-term care setting
5. Describe changes in resident's condition (signs and symptoms)
6. List non-verbal signs and symptoms suggesting pain
7. Describe observations and reporting of signs of acute illness, to include:
 - a. Shortness of breath
 - b. Rapid respirations
 - c. Fever
 - d. Coughs
 - e. Chills
 - f. Pains in chest
 - g. Blue color to lips
 - h. Pain
 - i. Nausea
 - j. Vomiting
 - k. Drowsiness
 - l. Excessive thirst
 - m. Sweating
 - n. Pus
 - o. Blood or sediment in urine
 - p. Difficulty urinating
 - q. Frequent urination in small amounts
 - r. Pain or burning on urination; or
 - s. Urine has dark color or strong odor
8. Describe barriers to communication
9. List guidelines for communicating with residents with special needs.
10. Discuss correct methods of reporting information to include accidents, errors and injuries.
11. Describe the role of nurse aides in reporting identified changes in resident's condition
12. Identify ways to promote safety and handle non-medical emergencies
13. Describe the care and safety of a resident receiving oxygen
14. Demonstrate how to recognize and respond to medical emergencies
15. Describe the ABC's of emergency care
16. Define nosocomial infection
17. Define medical and surgical asepsis, disinfection versus sterilization
18. Describe clean versus dirty areas
19. List conditions that promote the growth of bacteria
20. Describe and demonstrate proper hand-washing techniques
21. Describe the types of isolation techniques and the use of personal protective equipment (PPEs)
22. Demonstrate the proper use of gloves
23. Describe the signs and symptoms of an infection
24. Describe blood borne pathogens and standard precautions as described by the Occupational Safety and Health Administration (OSHA).
25. Describe and give examples of standard precautions as described by the Occupational Safety and Health Administration
26. Describe and give examples of bio-hazardous waste, the symbols and disposal of such waste

Module 3: Understanding Your Residents, Promoting and Respecting Residents' Independence, Basic Human Needs, Cultural Differences, and the Dying Resident

1. Describe the nurse aide's role in promoting residents' independence, such as allowing residents to make personal choices and reinforcing other behavior consistent with the residents' dignity.
2. Describe and give examples of ways to provide care according to residents' abilities to promote independence and self-esteem
3. Identify basic human needs
4. Define self-worth, self-esteem and stress as it relates to the nurse aide, resident and family
5. Identify ways to accommodate cultural differences
6. Describe the various behavior patterns residents display and rationale for these patterns and appropriate response
7. List ways the nurse aide can assist with feelings of loneliness and sensory deprivation
8. Describe the nurse aide's role with social/activity staff
9. Describe the nurse aide's role in providing needed assistance in getting to and participating in resident and family groups and other activities
10. Describe ways the nurse aide can use the resident's family as a source of emotional support
11. Describe the stages of human development
12. Discuss the needs of people with developmental disabilities
13. Describe the purpose of informed consent
14. Explain the difference between a will, a living will and an advanced directive
15. Describe the role of the nurse aide regarding a resident's living will
16. Describe end of life care of a resident whose death is imminent
17. Describe postmortem care
18. Define the goals of a hospice program

Module 4: Body Systems

1. Describe the integumentary system
2. Describe the musculoskeletal system
3. Describe the nervous system
4. Describe the circulatory or cardio-vascular system
5. Describe the respiratory system
6. Describe the urinary system
7. Describe the gastrointestinal or digestive system
8. Describe the endocrine system
9. Describe the reproductive system
10. Describe the lymphatic and immune systems

Module 5: Personal Care Skills

1. Explain personal care of residents
2. Discuss the procedures for AM and PM care
3. Describe and demonstrate the types of baths and the techniques for each
4. Describe and demonstrate skin care, perineal care, foot care and care of the nails
5. Identify guidelines for good skin care
6. Describe skin care for the prevention of pressure areas
7. Describe and demonstrate grooming measures, such as the hair, mouth and dentures
8. Describe and demonstrate dressing techniques used for special populations such as those with resistive and/or combative behavior and physical disabilities
9. Describe observation and recording of types of bowel movements
10. Describe the procedure for changing a colostomy bag of a resident with an established colostomy (no irrigations)
11. Describe and demonstrate the procedure for catheter care (no irrigations)

12. Describe and demonstrate the technique for administering the bedpan and urinal and care of the incontinent resident
13. Explain the guidelines for safely transferring and positioning residents
14. Demonstrate appropriate techniques used in turning, positioning and lifting a resident in bed.
Examples: fowlers, supine, prone and lateral

Module 6: Basic Nursing Skills

1. Explain admission, transfer, and discharge of a resident
2. Demonstrate the proper technique for obtaining and recording vital signs
 - a. Temperature: oral, axillary, rectal, and tympanic membrane methods using glass and electronic thermometers
 - b. Pulse: locate various sites and characteristics of pulses
 - c. Respiration: normal respirations, rate and rhythm, and the terminology for variations in breathing
 - d. Blood pressure: hypotension/hypertension, factors affecting B/P
 - e. Height and Weight: techniques for ambulatory and non-ambulatory residents
3. Discuss the normal range of vital signs
4. Describe changes in the resident's condition
5. Describe and list comfort measures for residents with pain
6. Explain restraints and how to promote a restraint-free environment
7. Describe measures and importance of avoiding the need for restraints
8. Define fluid balance, and explain intake and output (I&O)
9. Demonstrate the collection, labeling and transportation of specimens of urine, stool and sputum
10. Describe the nurse aide's role in caring for the resident's environment and resident care equipment
11. Demonstrate the use of a manual and an electric bed
12. Describe the maintenance of room temperature in the long-term care facility
13. Describe the care of a resident who is receiving tube feedings, IV therapy and G-tube feedings
14. Discuss the nurse aide's role in preparing the resident for rest and sleep
15. Describe and demonstrate the technique and principles for making an occupied and unoccupied bed
16. Explain how to apply non-sterile dressings

Module 7: Nutrition and Hydration

1. Identify the six basic nutrients and explain My Pyramid
2. Demonstrate an awareness of regional, cultural, and religious food preferences
3. Describe therapeutic diets and the use of supplemental and in-between meal feedings.
4. Discuss the importance of proper hydration
5. Describe proper hydration, including intake, output, restricting and forcing fluids
6. Describe warning signs of dehydration
7. Demonstrate ways to feed residents
8. Describe eating and swallowing problems a resident may have
9. Describe how to assist residents with special needs
10. Describe feeding techniques and hydration measures
11. Describe the warning signs that indicate a risk for unintended weight loss

Module 8: Common, Chronic, and Acute Conditions; Mental Health and Social Service Needs, Care of Cognitively Impaired Residents

1. Describe common diseases and disorders of the musculoskeletal, nervous, circulatory, respiratory, urinary, gastrointestinal, reproductive, lymphatic, and immune systems
2. Describe guidelines for care of mental illness and depression

3. Define Alzheimer's disease, dementia and cognitive impairment, including impact on team and family
4. Describe differences between normal aging and dementia
5. Describe symptoms related to the three stages of dementia
6. Describe how basic communication differs between those with dementia and those without dementia
7. Describe communication strategies appropriate for the three stages of dementia
8. Differentiate between verbal and non-verbal communication
9. Describe methods of reality orientation
10. Describe memory changes and how they impact the resident's plan of care
11. List ways the nurse aide can recognize and intervene with confusion in a resident
12. List barriers to communication (hearing, visual and speech loss)
13. Recognize pain in the cognitively impaired resident
14. Describe validation techniques versus reality orientation
15. Identify and describe behaviors associated with Alzheimer's disease and dementia to include: agitation, confusion, sun downing, paranoia, wandering, hiding and hoarding, eloping, catastrophic reactions, hallucinations, delusions, and hyperorality
16. Discuss and apply the concept that behavior is a means of communicating and requires examination for an appropriate response
17. Recognize behaviors related to dementia are not deliberate, but due to the disease
18. Describe appropriate responses to behaviors associated with cognitive impairment by recognizing a particular behavior, identifying what triggered the behavior and associating what resulted from the behavior
19. Identify and demonstrate appropriate responses to the behaviors associated with cognitive impairment including: agitation, confusion, sun downing, paranoia, wandering, hiding and hoarding, catastrophic reactions, hallucinations, delusions, hyperorality
20. Define reality orientation and describe its possible effects on individuals with cognitive impairment
21. Identify environmental factors that affect the individual with cognitive impairment
22. Describe basic underlying principles of care to include encouraging remaining skills, simplifying and breaking down tasks, eliminating choices, providing encouragement, establishing daily routines
23. Demonstrate the proper technique used in applying and removing elastic stockings

Module 9: Basic Restorative Services

1. Demonstrate the appropriate techniques in transferring and ambulating, with or without assistive devices
2. Demonstrate the use of devices used during meals and dressing
3. Demonstrate passive range of motion exercises
4. Describe the care and use of prosthetic and orthotic devices
5. Define bed rest, partial weight-bearing and dangling
6. Describe measures to prevent complications of bed rest using positioning and exercise
7. Describe care and use of foot boards, trochanter rolls, handrails, bed cradles, trapeze bars, crutches, canes and walkers
8. Describe the use of various mechanical lifts
9. Define and discuss physical, speech, and occupational therapies as related to resident care
10. Describe the goals and outcomes of rehabilitative services for resident independence
11. Describe types of adaptive equipment used to promote residents independence
12. Describe and demonstrate the use of transfer (gait) belt
13. Describe bowel and bladder retraining protocol

Module 10: Caring for Yourself

1. Describe guidelines for dependability, punctuality, resignation and job seeking
2. Describe requirements for nurse aide training and competency evaluation
3. Describe and demonstrate the appropriate methods of answering the telephone

4. Define “stress” and “stressors” and explain ways to manage it
5. Describe the allegations and process for revoking the certification of a nurse aide

Module 11: Clinical and Laboratory Skills

1. Performs as an effective health team member
2. Demonstrates protection of resident rights
3. Demonstrates proper hand-washing technique
4. Accurately obtains and records heights and weights of ambulatory and non-ambulatory residents
5. Accurately performs and records oral hygiene including care of the unconscious resident
6. Demonstrates dressing the resident with an affected arm or leg
7. Demonstrates assisting resident in transferring from bed to wheelchair and back
8. Demonstrates assisting resident in ambulating with and without a gait belt
9. Accurately performs denture care
10. Demonstrates passive range of motion to the shoulder, knee, and ankle
11. Accurately measures intake and output using cubic centimeters
12. Demonstrates placing and removal of a bedpan and urinal
13. Demonstrates proper perineal care
14. Demonstrates proper catheter care including emptying of catheter bag
15. Accurately obtains an oral and axillary temperature
16. Accurately obtains a radial pulse and respiration
17. Accurately obtains a blood pressure
18. Demonstrates application and removal of elastic stockings
19. Demonstrates making an unoccupied and occupied bed
20. Demonstrates proper nail and foot care
21. Demonstrates proper feeding techniques and hydration of resident
22. Demonstrates turning, positioning and lifting a resident in bed, keeping proper body alignment
23. Accurately performs a bed bath and shower
24. Demonstrates donning and removal of gloves
25. Demonstrates the application and release of restraints
26. Describes proper communication with the dying resident
27. Demonstrates knowledge of special needs of the resident with dementia
28. Demonstrates provision of a safe environment

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes the following requirements:

1. Complete the online lecture prior to lab and clinical sessions.
2. Attend 100% of the lab and clinical sessions.
3. Maintain an 80% average on all tests. Only one attempt at each module test will be allowed.
4. Pass the NACEP written practice test with a minimum of 80%--to be passed before being allowed into lab/clinical rotation. Only one attempt will be allowed.
5. Perform all skills satisfactorily in the lab session.
6. Perform at a satisfactory level in the clinical rotation.

Attendance and Punctuality

In order to meet the objectives of class and clinical labs and to promote professional accountability, the following requirements for attendance will be enforced:

1. Students must attend 100% of all clinical/lab classes and clinical lab activities.
2. Students missing any clinical lab classes or clinical lab activities will be required to make up the missed learning opportunity at the first scheduled clinical/lab assigned by the instructor.
3. Absences from a clinical/lab assignment without notifying the instructor prior to the start of the clinical/lab day will result in a grade of Unsatisfactory.

4. Students are expected to complete all required learning activities prior to the class/lab for which they are assigned and may be asked to present required preparation for admission to class/lab.
5. Students must be prepared to provide client care when they report for their clinical experience.
6. Students must attend any individual conference scheduled by an instructor.
7. Any student who does not successfully pass AHS 117 with an 80% or greater will not be allowed to take the NACEP State Certification Exam.
8. Students will be expected to adhere to York Technical College institutional policies.

Academic Integrity

Any student found guilty of cheating, dishonesty or plagiarism will be given a grade of "0" on an exam or written work and a U in the clinical/lab sessions and will be subject to further disciplinary action.

Methods of Instruction

D2L, assigned reading, audiovisuals and computer lab experience, handouts, written assignments, discussion, individual conferences, study guides/learning exercises, and assigned programs.

Clinical Component

Achievement in clinical competency will be measured by observation of student performance by clinical instructors and will be evaluated to reflect criteria on an on-going evaluation done on a daily basis with written and verbal feedback provided by the instructor. Each daily evaluation will be signed by the clinical instructor and the student. In order to pass the clinical portion of this course an evaluation of satisfactory is necessary in all clinical categories by the end of the course. The student's skills performance will be tracked by utilizing the Skills Check-Off List. This list will remain as part of the student's permanent clinical record until graduation. A scheduled conference may be held at any time at the request of the student or instructor to discuss clinical progress. **A summative clinical performance evaluation of unsatisfactory at the end of the semester constitutes failure of the course, regardless of the theory grade. Any breach of client confidentiality will result in a clinical failure.**

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes a graded theory component and a skills component. A student must earn an 80% (C average) to qualify to take the NACEP State Certification Exam. Any student who does not earn an 80% will not be allowed to take the NACEP exam.

EVALUATION STRATEGIES/GRADING

Theory/Skills Component

Achievement will be measured by module examination and a clinical skills component.

Grading

- A 91 -100
- B 86 - 90
- C 80 - 85
- D 70 - 79
- F Below 70

Grades will be rounded to the nearest whole number after final computation of grades. Any student found guilty of cheating or being involved in plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action. **Any breach of client confidentiality will result in a clinical failure.**

ENTRY-LEVEL SKILLS: The willingness to read, comprehend, and communicate effectively

PREREQUISITES: Admission to York Technical College

CO-REQUISITES: None

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.