1. Required documentation:

* Print copy of this check off form for each team member evaluating this course
* Highlight the three standards and elements that were selected for evaluation
* Upload to your website:

Lesson plan for **each** standard **and** element

Student work – evidence of teaching/learning – assignments, projects, etc

Evaluation of student work – assessments, rubrics

\*protect student privacy

* Pictures may be used as supporting evidence but do not take the place of rubrics and assessments
* Upload this check off form to your website

1. Teachers and evaluators will use the 3 boxes by the Elements ( ) to check-off the following:

* Lesson Plan has each of the Elements listed
* Each Element is shown in Student Work
* Each Element is shown in the Student Evaluation(s)
* If all elements addressed, evaluators will check off that entire standard has been met
* Evaluators sign completed check off form

1. Return completed check off forms to Sharon Pye

**Course Description:**

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career *Nursing Assistant*.

The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by Alliant Health Solutions. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry’s Examination.

Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant. (Programs and instructors must affiliate with and be approved by Alliant Health Solutions formerly known as GA Medical Care Foundation <https://www.allianthealth.org/> in order for students to be able to sit for the GA Registry Examination.

Requirements for equipment, clinical hours, etc. can be found through Alliant Health Solutions

*Any Healthcare Science course that includes a clinical component (excluding a shadowing experience field trip) must adhere to identified guidelines under (WBL) work-based learning (available at* [*ctae.gadoe.org*](http://ctae.gadoe.org/) *under WBL manual. Training for the Healthcare Science teacher on these guidelines will be provided.*

**Course Standard 1**

# HS- PCF -1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

* 1. **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Person-to-Person Etiquette** | **Telephone and Email Etiquette** | **Cell Phone and Internet Etiquette** | **Communicating At Work** | **Listening** |
| Interacting with Your Boss | Telephone Conversations | Using Blogs | Improving Communication Skills | Reasons, Benefits, and Barriers |
| Interacting with Subordinates | Barriers to Phone conversations | Using Social Media | Effective Oral Communication | Listening Strategies |
| Interacting with Co-workers | Making and Returning Calls |  | Effective Written Communication | Ways We Filter What We Hear |
| Interacting with Suppliers | Making Cold Calls |  | Effective Nonverbal Skills | Developing a Listening Attitude |
|  | Handling Conference Calls |  | Effective Word Use | Show You Are Listening |
|  | Handling Unsolicited Calls |  | Giving and Receiving Feedback | Asking Questions |
|  |  |  |  | Obtaining Feedback |
|  |  |  |  | Getting Others to Listen |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Nonverbal Communication** | **Written Communication** | **Speaking** | **Applications and Effective Résumés** |
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Language and mixed Messages | Constructive Criticism in Writing | One-on-One Conversations | Writing a Cover Letter |

|  |  |  |  |
| --- | --- | --- | --- |
| Matching Verbal and Nonverbal communication |  | Small Group Communication | Things to Include in a Résumé |
| Improving Nonverbal Indicators |  | Large Group Communication | Selling Yourself in a Résumé |
| Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé |
| Showing Confidence Nonverbally |  | Involving the Audience | Describing Your Job Strengths |
| Showing Assertiveness |  | Answering Questions | Organizing Your Résumé |
|  |  | Visual and Media Aids | Writing an Electronic Résumé |
|  |  | Errors in Presentation | Dressing Up Your Résumé |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

* 1. **Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

|  |  |
| --- | --- |
| **Teamwork and Problem Solving** | **Meeting Etiquette** |
| Thinking Creatively | Preparation and Participation in Meetings |
| Taking Risks | Preparation and Participation in Meetings |
| Building Team Communication | Conducting Two-Person or Large Group Meetings |
|  | Inviting and Introducing Speakers |
|  | Facilitating Discussions and Closing |
|  | Preparing Visual Aids |
|  | Virtual Meetings |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

* 1. **Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Problem Solving** | **Customer Service** | **The Application Process** | **Interviewing Skills** | **Finding the Right Job** |
| Transferable Job Skills | Gaining Trust and Interacting with Customers | Providing Information, Accuracy and Double Checking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving Customers What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying a Problem | Keeping Customers Coming Back | Following Up After Submitting an Application | Things to Include in a Career Portfolio | Job Search Websites |
| Becoming a Critical Thinker | Seeing the Customer’s Point | Effective Résumés: | Traits Employers are Seeking | Participation in Job Fairs |
| Managing | Selling Yourself and the Company | Matching Your Talents to a Job | Considerations Before Taking a Job | Searching the Classified Ads |
|  | Handling Customer Complaints | When a Résumé Should be Used |  | Using Employment Agencies |
|  | Strategies for Customer Service |  |  | Landing an Internship |
|  |  |  |  | Staying Motivated to Search |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

* 1. **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workplace Ethics** | **Personal Characteristics** | **Employer Expectations** | **Business Etiquette** | **Communicating at Work** |
| Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior | Handling Anger |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behaving Appropriately | Gaining and Showing Respect | Objectionable Behaviors | Keeping Information Confidential | Dealing with Difficult Coworkers |
| Maintaining Honesty | Demonstrating Responsibility | Establishing Credibility | Avoiding Gossip | Dealing with a Difficult Boss |
| Playing Fair | Showing Dependability | Demonstrating Your Skills | Appropriate Work Email | Dealing with Difficult Customers |
| Using Ethical Language | Being Courteous | Building Work Relationships | Cell Phone Etiquette | Dealing with Conflict |
| Showing Responsibility | Gaining Coworkers’ Trust |  | Appropriate Work Texting |  |
| Reducing Harassment | Persevering |  | Understanding Copyright |  |
| Respecting Diversity | Handling Criticism |  | Social Networking |  |
| Making Truthfulness a Habit | Showing Professionalism |  |  |  |
| Leaving a Job Ethically |  |  |  |  |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

* 1. **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

|  |  |  |
| --- | --- | --- |
| **Expected Work Traits** | **Teamwork** | **Time Management** |
| Demonstrating Responsibility | Teamwork Skills | Managing Time |
| Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First |
| Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities |
| Managing Change | Team Responsibilities | Overcoming Procrastination |
| Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks |
|  | Expressing Yourself on a Team | Staying Organized |
|  | Giving and Receiving Constructive Criticism | Finding More Time |
|  |  | Managing Projects |
|  |  | Prioritizing Personal and Work Life |
|  |  |  |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

* 1. **Present a professional image through appearance, behavior and language.**

|  |  |  |  |
| --- | --- | --- | --- |
| **On-the-Job Etiquette** | **Person-to-Person Etiquette** | **Communication Etiquette** | **Presenting Yourself** |
| Using Professional Manners | Meeting Business Acquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the First Time | Keeping Phone Calls Professional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a Professional Attitude |
| Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work Parties |  | Proper Use in Texting | Presenting Yourself to Associates |
| Behavior at Conventions |  |  | Accepting Criticism |
| International Etiquette |  |  | Demonstrating Leadership |
| Cross-Cultural Etiquette |  |  |  |
| Working in a Cubicle |  |  |  |

**Support of CTAE Foundation Course Standards and Common Core GPS and Georgia** **Performance Standards**

**L9-10RST 1-10 and L9-10WHST 1-10:**

Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 2**

# HS-PCF-2

**Examine the needs of the elderly and how those needs can impact their care and well- being.**

2.1 Discuss the philosophy of restorative care when meeting needs.

2.2 Examine principals of human growth and development for the elderly and apply knowledge.

2.3 Examine the physical, social, and emotional changes that occur in the elderly and chronically ill.

* 1. Respect and advocate for the resident/patient/client’s rights.

2.5 Uncover and examine the special needs of residents/patients/clients with disabilities, including physical limitations, mental and emotional conditions, as well as dementias.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 3**

# HS-PCF-3

**Apply the employability skills required for proficiency working in the Patient Care field.**

* 1. Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

3.2 Differentiate work ethic skills such as adaptability, dependability, and responsibility and such social behaviors as tolerance, honesty, empathy, and courtesy and cite evidence of them in the school and workplace.

3.3 Analyze an effective response to the needs of people of different ages, genders, cultures, socioeconomic backgrounds, attitudes, and abilities and perform correctly.

3.4 Formulate an appropriate response to the needs of customers/clients and manage conflict.

3.5 Construct the organizational structure for a healthcare business including the individual roles and responsibilities of employees and their relationships to one another.

3.6 Construct a personal career development plan, investigate how educational achievement will affect one’s goals, and predict how choices affect family patterns and one’s lifestyle show career progression (ex. CNA to LPN to RN).

3.7 Critique personal skills for seeking and securing employment and summarize strategies for gaining employment opportunities.

3.8 Examine state requirements for licensure and discuss the purpose of continuing education.

3.9 Identify potential workplace stressors and formulate responses for management of stress.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 4**

# HS-PCF-4

**Maintain resident/patient’s rights and practice resident/patient/client’s privacy, according to Omnibus Budget Reconciliation Act (OBRA) and Health Insurance Portability and Accountability Act (HIPAA) guidelines.**

4.1 Examine nurse aide practice in order to protect privacy and confidentiality.

4.2 Apprise clients of their right to personal choices to accommodate their needs.

4.3 Research the role of an Ombudsman to give assistance in resolving grievances and disputes.

4.4 Provide needed assistance getting to and participating in resident/patient/client and family groups and activities.

4.5 Adhere to facility policies and procedures regarding the security of personal possessions of the residents/patients/clients.

4.6 Examine care methods for freedom from abuse, mistreatment, and neglect and report any instances of such treatment to appropriate staff/instructor.

4.7 Investigate the need for restraints in accordance with current professional standards and uncover alternative options.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 5**

# HS-PCF-5

**Communicate effectively with residents/patients/clients’ healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.**

5.1 Utilize the correct medical terminology and acronyms according to regulating agencies for effective communication in written documentation.

5.2 Demonstrate correct use of appropriate communication devices.

5.3 Examine resident/patient/client procedures and conditions appropriately, using one’s senses to make pertinent observations and record and report objectively.

5.4 Assess residents/patients/clients that have various sensory impairments to determine effective methods of communication.

5.5 Select formal and informal, written, and oral, communication skills when planning and providing care.

5.6 Formulate and show courteous and compassionate care for the resident/patient/client and their family and friends.

5.7 Examine methods for communicating with residents with cognitive impairments.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 6**

# HS-PCF-6

**Demonstrate appropriate behaviors meeting mental health and social service needs of resident/patient/client.**

6.1 Investigate the components of proper mental health and evaluate the inter-relatedness of physical and mental health.

6.2 Differentiate the signs and symptoms of various cognitive impairment including dementia, Alzheimer’s Disease, delirium, and delusions that should be documented and reported.

6.3 Assess the correct nursing assistant plan of action in providing care for resident/patients/clients with cognitive impairments.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 7**

# HS-PCF-7

**Analyze the organizational structure of the nursing facility and adhere to policies and procedures.**

7.1 Differentiate between long-term care and other healthcare agencies.

7.2 Examine the administrative structure for healthcare agencies.

7.3 Compare and contrast the relationship between various governmental and private agencies that define the guidelines for resident/patient/client quality care.

7.4 Adhere to approved institutional policies and procedures when providing care.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 8**

# HS-PCF-8

**Adhere to the scope of practice for patient care assistant and demonstrate appropriate actions while respecting a patient’s right to privacy and proper treatment.**

8.1 Demonstrate responsible nursing assistant actions supporting resident/patient/client rights.

8.2 Assess the provision of resident/patient/client privacy as needed and provide accordingly.

8.3 Practice confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA) and Omnibus Budget Reconciliation Act (OBRA) guidelines.

8.4 Differentiate elder abuse, misappropriation of property, and resident/patient/client neglect.

8.5 Compare and contrast practices that would promote legal responsibility and the consequences of failing to fulfill legal responsibilities.

8.6 Formulate a plan of care for a dying resident/patients/client and family members.

8.7 Examine the training requirements and scope of practice for the nursing assistant.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 9**

# HS-PCF-9

**Adhere to regulations and practice appropriate safety measures in providing resident/patient/client care.**

9.1 Differentiate the nursing assistant’s role in various disaster situations in the healthcare setting.

9.2 Examine ways to promote safety and handle non-medical emergencies in the healthcare setting.

9.3 Assess the safety of the resident/patient/client’s environment and cite evidence of safe nursing assistant care.

9.4 Assess the use of correct body mechanics.

9.5 Formulate and follow emergency procedures for fire and other types of disasters.

9.6 Demonstrate how to recognize and respond to medical emergencies including the Heimlich maneuver for clearing foreign body airway obstructions for both conscious and unconscious victims.

9.7 Demonstrate procedures for positioning and transferring and turning residents/ patients/clients and assess proper technique.

9.8 Discuss with the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client.

9.9 Select the correct restraints/safety devices according to facility standards and demonstrate proper use.

9.10 Successfully complete Basic Life Support CPR course by a recognized agency such as American Heart Association or American Red Cross.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 10**

# HS-PCF-10

**Describe and demonstrate infection control practices.**

10.1 Cite evidence of medical aseptic hand washing techniques and demonstrate.

* 1. Apprise and implement the use of standard precautions when providing care.

10.3 Apprise and use isolation precautions correctly when providing care.

10.4 Apprise and use Personal Protective Equipment PPE) correctly.

10.5 Demonstrate sterile technique.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 11**

# HS-PCF-11

**Examine the role and responsibility of individual members of the healthcare team; and interact effectively and sensitively with all team members in promoting the delivery and quality of healthcare.**

11.1 Judge the effectiveness of one’s role as a team member in a patient care facility and provide quality care.

11.2 Compare and contrast the roles of the other members of the patient care team.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 12**

# HS-PCF-12

**Utilize information on the resident/patient/client care plan to assist with Activities of Daily Living (ADL) skills while promoting the resident’s/patient’s/client’s independence. In addition, beginning and ending procedures should be properly sequenced and performed with all resident/patient/client care.**

12.1 Model the proper technique to administer a bed bath while citing evidence of patient/client privacy and dignity.

12.2 Assess and assure the resident/patient/client of personal hygiene while providing patient/client privacy.

12.3 Apply concepts of good skin care evidences by observation, reporting and recording.

* 1. Assess the resident/patient/client by providing oral hygiene, denture care, and eyeglasses care.
  2. Create a model that reveals how to perform a therapeutic backrub.
  3. Compare and contrast shaving techniques between male and female residents and patients; and investigate the safety hazards of an electric vs. a non-electric razor contraindications of its use.
  4. Investigate and model the proper uses of adaptive devices for dressing and grooming.

Construct special diets and hydrations necessary to meet the nutritional needs of the residents/patients, and the clients.

12.8 Investigate and compare the proper techniques used for feeding the resident/patient/clients.

12.9 Formulate a plan of care for the resident/patient/client evidenced by establishing a routine elimination pattern.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 13**

# HS-PCF-13

**Perform basic patient care skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights, including beginning and ending procedures (i.e. washing hands, gathering equipment, identifying client, providing privacy, etc.).**

* 1. Assess and document vital signs including blood pressure using manual and electronic equipment.
  2. Assess height and weight accurately.
  3. Model respect and management for residents’/patients’/clients’ environment.
  4. Cite evidence that differentiates abnormal changes in body function of all body systems while keeping the supervisor apprised to the changes.
  5. Formulate ways to implement and maintain fluid balance of residents/patients/clients, by differentiating between dehydration and edema.
  6. Assess and revise as needed various types of urinary catheters while citing evidence of effectiveness.
  7. Utilizing standard precautions, submit specimens per facility policy and procedure.

* 1. Construct and implement facility guidelines which detail how to care for residents/patients/clients with various drainage tubes.
  2. Simulate and then critique the required steps necessary to construct the care of the resident/patient/client when death and/or post-mortem care is imminent.
  3. Investigate options to enhance pulmonary functions for resident’s/patient’s/client’s receiving oxygen therapy.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 14**

# HS-PCF-14

**Assess, demonstrate, and integrate principals of restorative care for the nursing assistant to include maintaining a resident’s rights.**

* 1. Differentiate the role of the nursing assistant for restorative care needs.
  2. Assess and select methods to promote a resident’s/patient’s/client’s independence.

* 1. Organize and demonstrate proper use of assistive devices and equipment when assisting a resident/patient/client in transferring and ambulation skills, to include the correct use of a gait/ambulate belt.
  2. Examine the resident/patient/client and performs range of motion exercises.
  3. Demonstrate correct bowel and bladder training and cite evidence concerning its effectiveness.
  4. Examine and demonstrate the correct techniques to prevent pressure sores and contractures.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Course Standard 15**

# HS-PCF-15

**Cite evidence of the proper role of the nursing assistant in a home health environment.**

* 1. Differentiate the nursing assistant’s role in home care as compared to an acute and long-term care environment.
  2. Apply concepts to make modifications or adaptations for procedures in a home-care environment.
  3. Investigate methods to promote safety and infection control in the home care environment.

**Lesson Plan (All standards listed)**

**Completed Student Work noted (All standards addressed as listed)**

**Completed Student Evaluation forms noted (All standards addressed as listed)**

**Evaluator signature and title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**