**FLORIDA VOCATIONAL INSTITUTE**

**NURSING ASSISTANT/HOME HEALTH AID LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 3 weeks / 30 Clock Hrs. / 30 Lab Hrs.** | | | | | |
| **COURSE TITLE** | | | | **Review Date:** | |
| **NA/HHA** | | | | **03/04/2016** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **NAHHA 107** | **NAHH 107 Procedures and Lab Skills** | | | 8 | 12 |
| **COURSE DESCRIPTION:** This course will provide the students with the important information concerning to the HIV/AIDS, history and development of the disease, procedures and protocols required for the caring of the AIDS patient, the stage of carrier, expectations, etc. The Basic Life Support for Healthcare Providers (BLS) Classroom Course is designed to provide a wide variety of healthcare professionals the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner .Upon completion of the course and passing the test the student will receive the BLS card from the AHA valid for two years. Also in this course the student will be prepared to take and assure a better passing rate of the Nursing Assistant Certification Board (CNA) exam which is the most recognized certification among employers. The course outline will follow the official CNA blue print to ensure that every major topic will be covered and discussed during the total length of the course. **In-Service: Infection Control, Bloodborne Pathogens and Hazardous Materials**  **Prerequisite:** None  **Required Resources**  **Text Books*:***   1. Sorrentino/Remmert. Nursing Assistant. Eighth Edition. 2012 by Mosby 2. KINN’S The Medical Assistant, An Applied Learning Approach. Deborah B. Proctor, Alexandra P. Adams. Elsevier (Chapters 1 through 7) (Chapter 36) 3. Gambrills, Introduction to Health Professions. McGraw Hill. 6th edition 2012   **Other:** Text book (comes with course DVD) will be required  Learning Resources Center material are available  **Instructional Methods:**  Lecture/Discussion/Demonstration  Audiovisual  **Mode of Delivery:**  Residential  **Equipment/Technology/Software**  Utilization of Power Point presentations, media center websites, reference materials, mannequins, and other technology as available  **Course Objective/Competencies:** At the end of the course, students will be able to:   * Explain the stages of HIV * Describe the Sign and Symptoms * Describe procedures and protocols required for the caring of the AIDS patient * Learn how to prevent medical emergencies from occurring. * Learn all of the steps that need to be taken prior to delivering care during a medical emergency. * Learn the normal functions of the human body to know when the body is not functioning properly. * Learn how to assess a victim during a medical emergency to determine what care is needed. * Perform CPR and AED on adult, child, and infant victims. * Learn how to manage breathing emergencies in adult, child, and infant victims,Learn how to manage soft tissue injuries and bleeding, manage musculoskeletal injuries and how to care for a variety of forms of sudden illness. * Perform Lab Procedures related to Nursing Care   **Tutorial Series**  CPR | | | | | |

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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | **HIV Education** | Lecture: HIV Education  Explain HIV transmission modes.  Discuss global and regional epidemiology of HIV.  Explain the relationship between sexually transmitted infections (STIs) and HIV.  Discuss the importance of HIV surveillance  Define the aims and objectives of different types of HIV testing.  Define and explain the rationale of standard (universal) precautions.  Outline strategies for infection control in health care settings for blood-borne pathogens  (specifically HIV and hepatitis B).  •Discuss the post-exposure prophylaxis management in different clinical situations. | Textbook  Workgroup/Handout |
| **Day 2** | **CPR Training** | 1. Lecture: CPR Training  |  | | --- | | Acting in an Emergency | | The Human Body | | Assessing the Victim | | Cardiopulmonary Resuscitation (CPR) | | Automated External Defibrillators (AED) | | Airway Obstructions | | Controlling Bleeding   |  | | --- | | Shock | | Wounds and Soft Tissue Injuries | | Burns | | Head and Spinal Injuries | | Chest, Abdominal and Pelvic Injuries | | Bone, Joint and Muscle Injuries | | Extremity Injuries and Splinting | | Sudden Illness | | Poisoning | | Substance Misuse and Abuse | | Bites and Stings | | Cold and Heat Emergencies | | Rescuing and Moving Victims | | | The primary method for assessment will be through written certification exams and through a practical examination where the student must demonstrate proficiency in all of the first aid, CPR, and AED skills. |
| **Day 3** | Infection Control, Bloodborne Pathogens and Hazardous Materials | Lecture/Demonstration:  •Identify blood and other potentially infectious materials (OPIM).  •Describe the employer requirements of OSHA’s Bloodborne Pathogens Standard.  •Describe the chain of infection as it applies to bloodborne diseases.  •Identify bloodborne diseases of concern to healthcare providers in the United States.  •Discuss how standard precautions protect against bloodborne pathogens (BBP).  •Discuss types of personal protective equipment (PPE), work practices, and engineering controls that reduce risk of exposure to bloodborne pathogens.  •Explain principles underlying enhanced precautions to be used when caring for patients known or suspected to be infected with the Ebola virus.  •Identify warning labels used in cases of known or suspected BBP risk.  •Describe employer and employee actions to be taken in case of a BBP exposure | Textbook  Clinical Lab/workgroup  - Handwashing  -Putting on and take off gloves |
| **Day 4** | Lab Procedures and  Final Comprehensive Exam | Lecture/Demonstration: Lab Procedures  Perineal Care  Bedpan use | Textbook  Clinical Lab/workgroup |

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned theory study. Theory is evaluated after each unit of study. Students must maintain a cumulative theory grade average of at least 70% (C) at the end of each progress report period (payment period). Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion only when considered satisfactory or better and therefore, not a component of satisfactory progress. If performance does not meet satisfactory academic requirements, it is not counted and the performance must be repeated until a satisfactory level of performance is achieved.

The school’s satisfactory academic progress policies must contain a Pace (quantitative) measure. The policy defines the pace that our students must progress to ensure educational program completion within the maximum timeframe of 150%. For Florida Vocational Institute the maximum time frame is no longer than 150% of the published length of the educational programs as measured in the cumulative number of clock hours the student is required to complete.

The school uses the following grading scale:

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| **Letter** | **Number** | **Status** | **Grade Point** |
| **A** | 100 - 90% | Outstanding | 4.0 |
| **B** | 89 - 80% | Good | 3.0 |
| **C** | 79 - 70% | Satisfactory | 2.0 |
| **D** | 69 - 60% | Unsatisfactory | 1.0 |
| **F** | Below 60% | Failed | 0.0 |
| **I** | Incomplete | Incomplete | Withdraw / No Grade |

*Not Used in GPA computation: I = Incomplete; W = Withdraw; P = Pass; NP = Not Pass*

Pass - Satisfactory completion of non-graded Externship.

Fail - Unsatisfactory completion of non-graded Externship.

The students who have failed to meet the Qualitative standards are placed first on Financial Aid Warning; if no improvement over the next payment period, the student will be placed on academic suspension, with a loss of Title IV, HEA fund and they appeal the decision. Please review the appeal and probation requirements state in this policy for guidance on this process. The Director of Financial Aid in coordination with the Office of Academic Affairs monitors qualitative progress.

**Final grade calculation criteria**

Q= 20 %

CA= 10%

H= 10%

MT= 30%

F= 30%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity/Attendance

H= Homework

MT= Mid Term

F= Final

R= Retest

FG= Final Grade

**Attendance**

Regular attendance is required of all students. Promptness and dependability are qualities important in all occupations. Students should begin to develop these qualities and habits the day the students begin their training.

Attendance is taken daily in class by the instructor and submitted to the Registrar before the end of each class day. Attendance records will be maintained by the Registrar and will be part of the student’s permanent academic record.

Students with chronic absences in excess of 15% of the scheduled hours for a course may receive a failing grade for the course. Early departures and tardies will be calculated in quarter hour increments. A student will be withdrawn from any course or program if he/she does not attend within a 14 calendar day period (excluding school holidays or breaks). All students must complete a 100% of all externship or clinical hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence. Students enrolled in clock hour programs will be required to attend make up classes for any missed hours scheduled by the instructor if the students has missed more than 15% of scheduled hours. Students enrolled in a clock hour program must attend a minimum of 85 % of the scheduled program hours in order to graduate.

Attendance is reviewed by the instructors, program directors and the Director of Education on a weekly basis with a focus on those who have been absent for 10% of the scheduled course hours. Students will be notified by phone, text or e-mail if their attendance is danger of violating attendance requirements.

Students may appeal the school’s actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example illness, military duty, death of a family member, court appearances or jury duty. The student should first discuss the issue with his or her instructor.

**LAB ORGANIZATION**

* Organize materials and paperwork logically so that they are easy to access and inventory.
* Keep inventory sheets for each drawer or cupboard so the students can maintain stock daily. This also makes it easy to keep track of supplies and to order efficiently.
* Post Lab workgroup schedules on the first day of class with module start and end dates.
* Dress code should be posted and adhered to in the lab; the instructor must set an appropriate example.
* Post lab safety rules and biohazardous waste requirements.
* Management should develop a procedure to ensure that all lab equipment is maintained in a timely manner.

**LAB PROCEDURES**

* Start lab with an explanation of what will be done and why it will be done. End lab with a review of what was done.
* Start lab on time-have all workgroup materials available at the start of lab so trips in and out of lab are minimized.
* Apply lab skills to what is being studied in the theory component of the module, if possible
* Instructor must not leave the lab during lab time and must be available at all times to students-no grading papers, no reading materials, and so on.
* Assign one student in each workgroup as he group leader. That student is responsible for getting supplies and preparing the group for the day’s activities.
* Hold lab orientations each module for all students to include the following:
* Location of biohazardous waste-lab rules
* Lab safety
* Designated work stations
* Clean-up routines
* Equipment maintenance procedures
* Designate a specific area, easily accessible but out of the way of traffic, for invasive procedures.

**CLASSROOM DEMOSTRATION**

* Classroom demonstration, as opposed to workgroup demonstration, should be used for certain skills, such as tracheostomy and colostomy care. On that particular demonstration day, the entire class practices the same skill.
* Demonstration should be very clear and follow an enumerated step-by-step progression. Each student should be able to mirror exactly what the instructor presents.

**MAKE –UP HOURS/TIME**

All clock hours of instruction must be completed in each course. Any student who is absent from any scheduled class will be required to make up the absent class or practical hours. Make-up hours must be approved and completed within the program. Make-up hours for theory class must be made up during alternative schedules, including daytime or evening schedule. Special circumstances will be managed by the Faculty Director with approval from Campus Vice President.

If absence at any time during the program exceeds **more than 10%,** the student will be placed on a mandatory prescribed school schedule which may include attending scheduled Saturday sessions.

**MAKE-UP WORK**

Arrangements to make-up **assignments, project, test, and homework** missed as a result of absence must be made with the approval of the instructor. Make-up work must be completed within ten (10) calendar days after the end of the module.

**DRESS CODE**

1. While on campus and in lectures, students must wear uniform and footwear appropriate for the college learning environment. The student should demonstrate appropriate hygiene to avoid offensive odor.
2. In the student laboratory, appropriate clothing must be worn at all designated times as per the specific course syllabus. Close-toed shoes must be worn in the lab at all times.
3. During clinical rotation, the student must adhere to the dress code of the facility to which he/she is assigned. In addition to the facility’s dress code, or if the dress code is optional, the following rules apply:
   1. Students must comply with number 2 above. If the facility requires the student to wear a scrub uniform, it must be school’s uniform. The student is responsible for purchasing the correct scrub uniform. The student must wear their Student ID batch at all times.
   2. Students must not wear clothing made of denim material of any color. (No jeans or JEAN skirts, etc.)
   3. Students must not wear under t-shirts, unless they are of one color with no words, letters, slogans, graphics, etc., of any kind
   4. Students must wear closed-toe shoes (no sandals or canvas shoes) with socks or hosiery.
   5. While attending practicum rotations, student’s hair must be clean, neat and of a normal hair color. Male students must either shave regularly, or if they choose to wear a mustache and/or beard, they must keep them clean and well groomed.
   6. Before attending practicum rotation, students must bathe regularly to avoid offensive odor. In addition, students must refrain from use of cologne/perfume/aftershave lotion, or makeup.
   7. Keep fingernails clean and at a reasonable length.
   8. Students not conforming to the dress code of the facility or the program may be sent home from the practicum site at the preceptor’s or course instructor’s discretion and attendance won’t be granted.

**Cell Phones and Pagers**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family friends be informed of this rule. Phones will not be in used inclass.