Nursing Education

Primary Career Cluster:	Nursing Education
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C14H16
Prerequisite(s):	*Health Science* (C14H14), *Medical Therapeutics* (C14H15)*, and Anatomy & Physiology* (C14H09 or G03H31*)*
Credit:	1
Grade Level:	11-12
Student-Teacher Ratio:	15:1
Focus Area Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the final course in *Nursing Services* program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning:	Students enrolled in this course who wish to pursue the CNA certification must spend a minimum of 40 hours in a clinical setting. Twenty-four of the 40 hours must be spent in a long-term care facility, and the remainder can take place in any setting that employs certified nursing assistants. Teachers must hold an active WBL Certificate provided by the Tennessee Department of Education. For more information, please visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	This course can only be taught by a Registered Nurse or a Licensed Practical Nurse if certifying students in the CNA certification. First-time teachers must also complete online training provided by the Department of Education. Additional training requirements: Work-Based Learning training and D&S Diversified training.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html Best for All Central: https://bestforall.tnedu.gov/

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Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom
CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.
- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Organizational Leadership, Prepared Speaking, HOSA Service Project, Creative Problem Solving, and HOSA Service Project.

For more ideas and information, visit Tennessee HOSA at http://www.tennesseehosa.org/

Using Work-based Learning in Your Classroom
Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.
- The student's work in a nursing home to develop nursing assistant skills is an integral part of this course. Students must spend a minimum of 40 hours practicing skills and providing patient care in order to be eligible to sit for the Certified Nursing Assistant exam.

For more ideas and information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

Course Description

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course students may sit for the Certified Patient Care Technician (CPCT) exam, or if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility through a Department of Health approved program, they are eligible to take the certification examination as a Certified Nursing Assistant (CNA).

Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

Note: In order for students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff.

Work-Based Learning Framework

Clinical experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. The TDOE provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities. Additionally, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

Program of Study Application

This is the capstone course in the *Nursing Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Health Science website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law.

Course Standards

1. **Work-Based Learning**

   1.1 A student will have a Personalized Learning Plan that identifies long term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with the elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
      a. Application of academic and technical knowledge and skills (embedded in course standards)
      b. Career knowledge and navigation skills
      c. 21st Century learning and innovation skills
      d. Personal and social skills

2. Role and Responsibility

2.1 <u>Services and careers in the LTC facility:</u> Differentiate between the services and careers in a LTC setting identifying the careers within each service. Illustrate the interrelatedness of the care team members including the individual services each provide.

2.2 <u>Personal and professional characteristics of a CNA</u>: Distinguish **personal and professional characteristics** of an employee in a Long-Term Care (LTC) facility. Explain the **characteristics in the context of the nursing assistant's (CNA) role** and relate them to common professionalism expectations, including expectations surrounding attire, accountability, chain of command, scope of practice, resident care plans, the nursing process, productivity and time management, and performing duties as assigned while demonstrating ethical behavior. 2.3 <u>Professional ethics and legal responsibilities of a CNA</u>: Differentiate and explain **professional ethics and legal responsibilities of a CNA** in the clinical setting. Analyze **legal and ethical issues related to practice** in the LTC facility. Accurately explain **personal and organizational liabilities** associated with these legal and ethical issues. Summarize a **CNA code of ethics** to prepare for a class discussion on the significance of specific standards and how they relate to the LTC residents' bill of rights.

3. Residents' Rights

3.1 <u>Resident's bill of rights:</u> Use a LTC residents' bill of rights document to analyze and discuss the **importance of maintaining a healthy, safe, and respectful environment that includes families and friends**. Address at minimum the following components: obligation of staff to inform resident and their families of rights and services, right to privacy, right to participate in own care, right to independent choice, and informed consent. The following rights should be included for LTC residents: avenues for dealing with disputes and/or grievances, residents' environment and quality of life, and maintaining care and security of residents' personal possessions.

3.2 <u>HIPAA and legal documents:</u> Summarize the **Health Insurance Portability and Accountability Act (HIPAA).** Differentiate the **characteristics and rights of residents** outlined in advanced directives, living wills, durable power of attorney, and other legal directives governing medical treatment in a LTC setting. Discuss **how the content of these legal documents influences residents' rights in a long-term care facility** for all aspects of care.

3.3 <u>Abuse and neglect</u>: Define the terms **abuse and neglect** and differentiate among various **types of abuse and neglect** through an evaluation of scenarios. Summarize findings from the scenarios, including all suspicious findings and actual signs of abuse and/or neglect. Accurately summarize the findings, citing evidence from documentation.

3.4 <u>OBRA:</u> Describe the **purpose of the Omnibus Reconciliation Act (OBRA)** and explain key concepts in an informational artifact that can be used when teaching new residents and/or their families. Key concepts can include, but are not limited to:

      a. Importance of an individualized plan of care for each resident
      b. Minimal requirements for nursing assistant training
      c. Long Term Care Minimum Data Sets (MDS) guidelines
      d. Roles of Ombudsmen
      e. Purpose and importance of Patient Self-Determination Act

4. Safety

4.1 <u>Resident and employee safety</u>: Accurately read and interpret policies and procedures for the following safety subjects aligned to the roles and responsibilities of a CNA. Participate in a facility safety training and apply the safety procedures in the classroom and clinical setting to prevent injury and provide safety for residents. Document completion of training topics on the appropriate work-based learning (WBL) and work site forms.
      a. Proper identification of resident
      b. Body mechanics
      c. Fire and oxygen safety
      d. Natural disasters
      e. Chemical safety
      f. Physical and mental restraints
      g. BLS for Health Care Providers
      h. Safe use of mechanical lift

4.2 <u>Physical and mental changes in the elderly</u>: Identify **physical and mental changes in the elderly** that increase their risk for accidents including falls. Align **types of risks with their signs and symptoms and the prevention guidelines** that preserve LTC residents' rights. Identify **risk situations** in the clinical setting and brainstorm solutions.

5. Infection Control/Medical Microbiology

5.1 <u>Infection control:</u> Review infection control guidelines, Standard Precaution guidelines, Transmission-Based precautions, Personal Protective Equipment use, and infection control. Practice skills related to hand washing, donning and doffing a gown, masks, gloves and goggles, handling and cleaning spills, cleaning equipment, and handling laundry.

5.2 <u>Infectious diseases in the LTC facility:</u> Identify the **signs/symptoms (s/sx), causative agents, precautions, and preventive measures** for the following **infectious diseases** frequently encountered in a LTC facility:
      a. Tuberculosis
      b. Hepatitis
      c. Methicillin-resistant Staphylococcus aureus (MRSA)
      d. Vancomycin-Resistant enterococcus (VRE)
      e. Clostridium difficile or C. diff
      f. Other nosocomial infections

6. Communication

6.1 Examine the skills needed to effectively and respectfully communicate with an LTC resident. Discuss the following facets of communication:
   a. Integration of interpersonal skills,
   b. Verbal and nonverbal communication,
   c. Barriers to communication,
   d. Special needs or cognitive impairments,
   e. Cultural diversity,
   f. How to respond to negative or changing behaviors,
   g. How to respond to grief, and
   h. How to handle discussions about death and dying.

   Practice communication skills in the classroom and LTC setting with classmates, families, the elderly, and persons with special needs, obtaining objective and subjective resident information.

6.2 CNA documentation: Research **guidelines and formats pertaining to nursing assistant documentation in a LTC facility**. Interpret **words and phrases commonly used in documentation,** paying specific attention to legal requirements and correct medical terminology. Role-play **giving and receiving a resident/patient status** report using the correct medical terminology.

7. **Personal Care, Data Collection, and Care Impaired**

7.1 Personal care skills: Understand principles of and successfully perform **skills related to personal care**. Incorporate guidelines for LTC residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
   a. Principles of self-care versus full care
   b. Bathing/skin care/back rub
   c. Grooming/shaving/hair care/nail care
   d. Mouth care/denture care of conscious and comatose resident
   e. Dressing
   f. Transfers, positioning, turning in bed
   g. Bed making, occupied and unoccupied
   h. Care for resident/patient when death is imminent

7.2 Intake, output, and toileting skills: Understand principles of and successfully perform **skills related to toileting, intake and output, and bedpan or bedside commode use**. Incorporate guidelines for LTC residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
   a. Urine characteristics, and abnormalities that should be reported to the charge nurse
   b. Common disorders of bladder and bowels
   c. Factors affecting elimination of urine or stool
   d. Types of urine specimens obtained
   e. Catheter care/emptying urinary bag
   f. Procedure for collecting urine and stool specimens

g. Care guidelines for ostomy
h. Recording intake and output

7.3 <u>Restorative care:</u> Understand principles of and successfully perform **skills related to basic restorative care**. Incorporate guidelines of LTC residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
  a. Promoting self-care
  b. Range of Motion (ROM) exercises and maintenance
  c. Ambulation with and without assistive devices
  d. Use of assistive devices in transferring, eating, and dressing
  e. Care and use of prosthetic/orthotic devices

7.4 <u>Proper feeding techniques:</u> Understand principles of and successfully perform skills related to **proper feeding techniques** to assist with eating and hydration. Incorporate guidelines of LTC residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
  a. Nutritional needs of the elderly
  b. Factors that influence food preference
  c. Special diets
  d. Thickened liquids
  e. Swallowing issues and dysphagia
  f. Abdominal thrust per American Heart Association or American Red Cross standards
  g. Reporting food intake

8. **Basic Nursing Skills and Disease Process**

8.1 <u>Vital signs:</u> Assess vital signs to determine oral temperature, radial and apical pulse, respirations, blood pressure, height, and weight. Calculate body mass index (BMI). Identify acceptable ranges for adult and geriatric resident, as well as the measurements that must be reported to the nurse, including possible causes. Using appropriate medical terminology, document assessment finding on a classmate or resident's chart at least ten times during the semester.

8.2 <u>Oxygen therapy:</u> Articulate CNA standards for the **care of a LTC resident who is receiving oxygen therapy**. Using appropriate medical terminology, discuss the **indications for oxygen therapy, types of therapy, types of devices, and safety precautions**. Demonstrate these standards of care in the classroom and clinical setting.

8.3 <u>Pain control:</u> Compare and contrast the **quality of life of LTC residents with and without pain**. Using appropriate medical terminology, discuss **measures a CNA may use to reduce pain** and **signs/symptoms to report to the nurse** including the use of a pain scale. Demonstrate **pain reducing measures** in the classroom and the clinical setting.

8.4 Geriatric anatomy and nursing care plan: Outline the **specific changes that occur in each system of the body with geriatric clientele**. Using appropriate medical terminology,

include **common disease/disorders** including signs and symptoms for this population and key reportable information. Using a chosen geriatric resident or mock resident, create a **nursing care plan** with a nursing diagnosis and at least one intervention and rationale for each of the following systems. Interventions should be appropriate for a CNA to use in a clinical setting.
   a. Integumentary systems
   b. Nervous system with eye and ears
   c. Musculoskeletal systems
   d. Cardiovascular and respiratory systems
   e. Digestive and urinary systems
   f. Endocrine systems

8.5 <u>Potential medical emergencies:</u> Outline **potential medical emergencies within an LTC facility**, including but not limited to those related to shock, Myocardial Infarction (MI), bleeding, burns, fainting, diabetes, Cardiovascular Accident (CVA), and seizures. Using appropriate medical terminology, generate a **plan and/or guidelines of care** for each of the areas previously listed, incorporating facility policies, national standards, and any other resource necessary.

9. Mental Health and the Aging Process

9.1 <u>Geriatric mental health:</u> Investigate mental health diseases in the elderly and compare their challenges to those faced by middle adults in Erikson's psychosocial developmental stage. Using appropriate medical terminology, create an artifact that includes signs and symptoms, incidence, how the disease/disorder affects the resident and/or family, how to modify staff behavior in response to residents' behavior, and possible treatments. Use this artifact to prepare for participation in a post-clinical conference.

9.2 <u>Cognitively impaired residents:</u> Using appropriate medical terminology, describe **therapies or strategies for addressing the unique needs of cognitively impaired residents** and modifying behavior in a positive manner. Model strategies in classroom role plays and in interactions with residents in the clinical setting for the following:
   a. Developmental task of aging,
   b. Methods to reduce the effects of cognitive impairment,
   c. Attitudes of staff caring for cognitively impaired residents,
   d. Communication with cognitively impaired residents,
   e. Methods to reduce effects of cognitive impairment
   f. Acceptable interventions associated with cognitive disorders and behaviors.
   g. Safe management of a combative resident
   h. Acceptable interventions associated with sundowners and wandering

10. Portfolio

10.1   Compile and continually update a portfolio of artifacts completed in this course. If pursuing Nursing Assistant certification or dual enrollment/dual credit hours, document

hours spent on activities such as clinical placement or classroom contact with an articulated institution. Upon completion of the course, prepare the portfolio in a professional style to present to an appropriate nursing audience.

The following artifacts will reside in the student portfolio:
- Skills performance rubrics
- Documentation of long-term clinical hours
- Documentation of classroom clinical hours
- Examples of written, oral, or digital presentations
- Job applications
- Resumes
- Mock or actual job interviews

Standards Alignment Notes
*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- Nurse Aide Training Program requirements for Tennessee
  - These are the [minimum requirements](#) that all programs must include in order for students to be eligible to take the competency evaluation to become a Certified Nursing Assistant.

Additional Notes
**Artifacts can include, but are not limited to, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations can include, but are not limited to, charts, rubrics, drawings, and models.