



# Nursing Education

<b>Primary Career Cluster:</b>	Nursing Education
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C14H16
<b>Prerequisite(s):</b>	<i>Health Science (C14H14), Medical Therapeutics (C14H15), and Anatomy &amp; Physiology (C14H09 or G03H31)</i>
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Student-Teacher Ratio:</b>	15:1
<b>Focus Area Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
<b>POS Concentrator:</b>	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.
<b>Programs of Study and Sequence:</b>	This is the final course in <i>Nursing Services</i> program of study.
<b>Aligned Student Organization(s):</b>	HOSA: <a href="http://www.tennesseehosa.org">http://www.tennesseehosa.org</a> SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	Students enrolled in this course who wish to pursue the CNA certification must spend a minimum of 16 hours in a nursing home setting. Teachers must hold an active WBL Certificate provided by the Tennessee Department of Education. For more information, please visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a> .
<b>Promoted Tennessee Student Industry Credentials:</b>	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 <a href="https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	577, 720
<b>Required Teacher Certifications:</b>	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.
<b>Required Teacher Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> 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 and 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 turn 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 the 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 interviews.
- 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 (WBL) 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.

- **Standards 1.1-10.1** | Students work in a local nursing home to develop nurse aide skills as an integral part of this course. Students must spend a minimum of 16 hours practicing skills and providing patient care in order to be eligible to sit for the Certified Nurse Aide exam.

## 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 nurse aide or patient care technician. At the conclusion of this course, students may sit for the Certified Patient Care Technician (CPCT) exam, or if students have logged 59 hours of classroom instruction and completed 16 hours of site-based clinical in a nursing home facility through a Department of Health-approved program, they are eligible to take the certification examination for a Certified Nurse Aide (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 nurse aide certification examination, the training program must be approved at least 30 days before the first day of class by the Health Facilities Commission program staff.

## 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 Personalized Learning Plan: 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. 21<sup>st</sup>-century learning and innovation skills, and
  - d. Personal and social skills.

### 2. Role and Responsibility

- 2.1 Services and Careers in the Nursing Home or Healthcare Facility: Differentiate between the **services and careers in a nursing home setting and/or those in other types of healthcare facilities**, identifying the careers within each service. Illustrate the interrelatedness of the care team members, including the individual services each provides.

- 2.2 Personal and Professional Characteristics of a CNA or CPCT: Distinguish **personal and professional characteristics** of an employee in a nursing home or healthcare facility. Explain the **characteristics in the context of the nurse aide (CNA) or certified patient care technician (CPCT) 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 Professional Ethics and Legal Responsibilities of a CNA or CPCT: Differentiate and explain **professional ethics and legal responsibilities of a CNA or CPCT** in the clinical setting. Analyze **legal and ethical issues related to practice** in the nursing home facility. Accurately explain **personal and organizational liabilities** associated with these legal and ethical issues. Summarize a **CNA or CPCT code of ethics** to prepare for a class discussion on the significance of specific standards and how they relate to the nursing home or healthcare facility residents' bill of rights.
- 2.4 Governing Agencies: Research various **governing agencies of healthcare facilities that regulate patient/resident safety**, such as the following: Occupational Safety and Healthcare Administration (OSHA), Centers for Disease Control (CDC), Joint Commission (JC), Clinical and Laboratory Standards Institute (CLSI), and Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS). **Compare the roles and responsibilities of each governing agency as they regulate resident and patient safety within facilities.**
- 2.5 Five Rights of Delegation: Investigate the **Five Rights of Delegation and the scope of practice** for a Certified Patient Care Technician, demonstrating understanding through task delegation while following proper communication and supervision protocols.

### 3. Residents' and Patients' Rights

- 3.1 Patient's' and Resident's' Bill of Rights: Use a nursing home or healthcare facility for 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 patients, residents, 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 residents in a nursing home and/or patients in a healthcare facility: 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 HIPAA and Legal Documents: 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 nursing home and/or healthcare facility setting. Discuss **how the content of these legal documents influences residents' rights in a nursing home and/or healthcare facility** for all aspects of care.

- 3.3 Abuse and Neglect: 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 OBRA: 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:
- importance of an individualized plan of care for each resident,
  - minimal requirements for nurse aide or patient care training,
  - Long Term Care Minimum Data Sets (MDS) guidelines,
  - roles of Ombudsmen, and
  - purpose and importance of the Patient Self-Determination Act.

## 4. Safety

- 4.1 Resident and Employee Safety: **Accurately read and interpret policies and procedures** for the following safety subjects aligned to the roles and responsibilities of a CNA and/or CPCT. 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 and patients. Document completion of training topics on the appropriate work-based learning (WBL) and work site forms, such as:
- proper identification of resident/patient,
  - body mechanics,
  - fire and oxygen safety,
  - natural disasters,
  - chemical safety,
  - physical and mental restraints,
  - BLS for health care providers, and
  - safe use of mechanical lift.
- 4.2 Physical and Mental Changes of Residents and Patients: Identify **physical and mental changes in residents and patients** that increase their risk for accidents, including falls. Align **types of risks with their signs and symptoms and the prevention guidelines** that preserve residents' and patients' rights. Identify **risk situations** in the clinical setting and brainstorm solutions.

## 5. Infection Control/Medical Microbiology

- 5.1 Infection Control: 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 gowns, masks, gloves, and goggles, handling and cleaning spills, cleaning equipment, and handling laundry.
- 5.2 Infectious Diseases in the Nursing Home or Healthcare Facility: Identify the **signs/symptoms (s/sx), causative agents, precautions, and preventive measures** for the following **infectious diseases** frequently encountered in a nursing home or healthcare facility:

- a. Tuberculosis,
- b. Hepatitis,
- c. Methicillin-resistant staphylococcus aureus (MRSA),
- d. Vancomycin-resistant enterococcus (VRE),
- e. Clostridium difficile or C. diff, and
- f. Other nosocomial infections.

## 6. Communication

6.1 Effective Communication: Examine the skills needed to **effectively and respectfully communicate** with a resident in a nursing home or a patient in a healthcare facility. 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 nursing home setting with classmates, families, the elderly, and persons with special needs, obtaining objective and subjective resident or patient information.

6.2 CNA/CPCT Documentation: Research **guidelines and formats pertaining to certified nurse aide documentation in a nursing home facility and/or certified patient care technician documentation in healthcare facilities**. Interpret **words and phrases commonly used in documentation**, paying specific attention to legal requirements and correct medical terminology. Practice **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 residents' or patients' 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. Oral and tracheal suctioning;
- f. Dressing;
- g. Transfers, positioning, turning in bed;
- h. Bed making, occupied and unoccupied; and
- i. Care for resident/patient when death is imminent and postmortem care.

- 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 residents' or patients' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
- Urine characteristics, and abnormalities that should be reported to the charge nurse;
  - Common disorders of bladder and bowels;
  - Factors affecting elimination of urine or stool;
  - Types of urine specimens obtained;
  - Catheter care/emptying urinary bag;
  - Procedure for collecting urine and stool specimens;
  - Procedure for cleaning and caring for feeding tubes;
  - Care guidelines for ostomy; and
  - Recording intake and output.
- 7.3 Restorative Care: Understand principles of and successfully perform **skills related to basic restorative care**. Incorporate guidelines of nursing home residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
- Promoting self-care;
  - Range of Motion (ROM) exercises and maintenance;
  - Care and use of antiembolism stockings in the prevention of blood clots;
  - Incentive spirometry use;
  - Ambulation with and without assistive devices;
  - Use of assistive devices in transferring, eating, and dressing; and
  - Care and use of prosthetic/orthotic devices.
- 7.4 Proper Feeding Techniques: Understand principles of and successfully perform skills related to **proper feeding techniques** to assist with eating and hydration. Incorporate guidelines of nursing home residents' and/or healthcare facility patients' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
- Nutritional needs of infants, adolescents<sup>see</sup>, adults, and <sup>the</sup> elderly;
  - Factors that influence food preference;
  - Special diets;
  - Thickened liquids;
  - Swallowing issues and dysphagia;
  - Abdominal thrust per American Heart Association or American Red Cross standards; and
  - Reporting food intake.
- 7.5 IV and Dressing Changes: Understand proper policy and procedures for **removing peripherals intravenous (PIV) catheters and assisting in sterile and aseptic dressing changes**, following proper dressing techniques.
- 7.6 Phlebotomy Skills: Demonstrate knowledge and competency in **performing capillary and venipunctures**, using appropriate sites, selecting the appropriate equipment, and techniques while ensuring patient safety, proper identification, and adhering to proper handling and transport standards.

7.7 Nonblood Specimen: Demonstrate knowledge and competency in **collecting nonblood specimens** by following proper patient identification protocols, adhering to CDC standards for infection control, ensuring accurate documentation, and understanding consent requirements. Students will **apply safe and effective collection techniques** while maintaining specimen integrity and patient safety.

7.8 Electrocardiography (EKG) Use: Understand the **basic functions and settings of an EKG machine, accurately placing 3-, 5-, and 12-lead electrodes**, identifying and resolving artifacts, recognizing dysrhythmias, and responding appropriately to life-threatening arrhythmias while prioritizing patient safety.

## 8. Basic Nursing Skills and Disease Process

8.1 Vital Signs: **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 infants, adolescents, adult, and geriatric patients, and/or residents, as well as the measurements that must be reported to the nurse, including possible causes. Using appropriate medical terminology, document assessment findings on a classmate's or resident's chart at least ten times during the semester.

8.2 Oxygen Therapy: Articulate CNA standards for the **care of a nursing home resident and/or healthcare facility patient 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 Pain Control: Compare and contrast the **quality of life of patients in a healthcare facility and/or residents in a nursing home with and without pain**. Using appropriate medical terminology, discuss **measures a CPCT or 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 Patient or Resident Anatomy and Nursing Care Plan: Outline the **specific changes that occur in each system of the body with patients and/or residents**. Using appropriate medical terminology, include **common disease/disorders**, including signs and symptoms for this population, and key reportable information. Using a chosen patient 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 CPCT or CNA to use in a clinical setting.

- a. Integumentary systems
- b. Nervous system with eyes and ears
- c. Musculoskeletal systems
- d. Cardiovascular and respiratory systems
- e. Digestive and urinary systems
- f. Endocrine systems

- 8.5 Potential Medical Emergencies: Outline **potential medical emergencies within a nursing home or healthcare 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.
- 8.6 Care of Non-Emergent Diseases: Outline **potential non-emergent diseases within a nursing home or healthcare facility**, including but not limited to those related to cancer, congestive heart failure (CHF), chronic obstructive pulmonary disorder (COPD), diabetes, etc. 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 Geriatric Mental Health: **Investigate mental health diseases** in the elderly, including suicide risks and prevention strategies, and compare their challenges to those faced by middle-aged adults in Erikson's psychosocial developmental stage. Using appropriate medical terminology, create an artifact that includes signs and symptoms, prevalence, and impact of the disease/disorder on the resident and/or family. The artifact should also outline effective modifications to staff behavior in response to residents' needs and identify evidence-based treatment options. Use this artifact to prepare for participation in a post-clinical conference.
- 9.2 Substance and Illicit Drug Abuse in Geriatrics: Explore **substance abuse with a focus on elderly populations and illicit drug use**, understanding the physiological, behavioral, and cognitive signs and symptoms of substance use disorders (SUDs) in the elderly. Investigate the pharmacological effects of commonly used substances and how they interact with prescribed medications in the aging body. Explore the ethical and legal responsibilities related to reporting and intervening in a clinical setting, alongside effective communication strategies and appropriate response techniques. Models gained knowledge through case studies, clinical simulations, and/or the creation of educational artifacts to raise awareness and improve care outcomes.
- 9.3 Cognitively Impaired Residents: 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:
- Developmental task of aging,
  - Methods to reduce the effects of cognitive impairment,
  - Attitudes of staff caring for cognitively impaired residents,
  - Communication with cognitively impaired residents,
  - Methods to reduce the effects of cognitive impairment,
  - Acceptable interventions associated with cognitive disorders and behaviors,
  - Safe management of a combative resident, and
  - Acceptable interventions associated with sundowners and wandering.

## 10. Portfolio

- 10.1 Portfolio Artifacts: Compile and continually update a **portfolio of artifacts** completed in this course. If pursuing Nurse Aide 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**.

### 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.