



**High School to College  
Course Articulation Agreement  
7/1/2017 to 6/30/2019**

*Based upon the mutual concern for the needs of students pursuing a program of study in technical education and in an effort to provide a continuing articulated program that builds on past learning experiences and eliminates unnecessary duplication of instruction, the following are agreements to which we subscribe:*

<b>Central Lakes College</b>	<b>High School</b>
<p><b><i>Brainerd Campus</i></b> 501 W. College Drive Brainerd, MN 56401</p> <p><b><i>Staples Campus</i></b> 1801 Airport Drive Staples, MN 56479</p>	<p>Name: Staples-Motley HS</p> <p>City: State: MN</p> <p>Independent School District: #</p>

*Students, who have successfully completed the prescribed set of competencies in the following secondary instructional area, and with the verification and recommendation of the secondary instructor, will be recognized for college credit for the following Central Lakes College program:*

<b>Discipline/ Program:</b>	
<b>Nursing Assistant</b>	
<b>Central Lakes College Course Title &amp; Number :</b>	<b>High School Course Title:</b>
<i>Nursing Assistant/ NSGA 1110</i>	<i>Basic Nursing I</i>
<b>College Credit: 3</b>	<b>High School Credit:</b>
<b>General Course Description:</b>	
<p>The Nursing Assistant course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. Skills are demonstrated and practiced in a supervised laboratory setting environment. This course also allows for practical application of skills developed and practiced in the nursing laboratory setting. Students will demonstrate learned skills under the supervision of their instructor in a nursing care setting. This course meets State and Federal requirements for placement on the State and Federal requirements for placement on the State Registry. Students must complete with a grade of "C" or better to pass this course. Attendance is mandatory, no more than 4 hours may be missed.</p>	

<b>College Prerequisite:</b> Students must pass a background check which indicates that they can have direct contact with patients/residents.	<b>Elective Credit:</b> No <input type="checkbox"/> Yes <input type="checkbox"/> <u>  X  </u>
<b>Required Course Content:</b> <i>(insert topical outline)</i>	
<b>1. Lecture Sessions</b>  1. Introduction  2. Basic Human Needs <ul style="list-style-type: none"> <li>○ Describe basic physical, emotional and spiritual needs of human beings</li> <li>○ Describe common characteristics of growth and development</li> <li>○ Identify developmental tasks associated with aging</li> <li>○ Discuss the general characteristics of aging</li> <li>○ Describe the normal aging process related to body systems</li> <li>○ Describe the emotional, spiritual and social needs of the resident's family</li> <li>○ Discuss respecting resident's cultural diversity and individuality</li> </ul> 3. Communications <ul style="list-style-type: none"> <li>○ Describe communication</li> <li>○ Identify components of verbal communication</li> <li>○ Identify components of non-verbal communication</li> <li>○ Describe effective communication</li> <li>○ Identify cultural variations in communication</li> <li>○ Describe effective communication within the nursing team</li> <li>○ Identify the nursing assistant's responsibility in record keeping</li> <li>○ Describe basic telephone etiquette</li> <li>○ Discuss conflict: causes and management strategies</li> </ul> 4. Safe and Clean Environment <ul style="list-style-type: none"> <li>○ Describe safety of the resident</li> <li>○ Identify actions relating to resident safety</li> <li>○ Identify situations which require emergency action</li> <li>○ Describe principles of body mechanics</li> <li>○ Describe principles of infection control</li> <li>○ Describe standard precautions for infection control practices</li> <li>○ Describe transmission based precautions</li> <li>○ Identify common pathogens and resulting diseases or conditions</li> </ul>	

- Describe stand pre- and post-steps for resident care skills
- Discuss admission and transfer procedures
- Demonstrate skills for a safe and clean environment
- 5. Vital signs and measures
  - Identify vital signs
  - Discuss responsibilities of the nursing assistant when obtaining and documenting vital signs
  - Identify methods and responsibilities when obtaining height and weight
  - Recognize how lack of oxygen affects vital signs
  - Identify effective methods of providing oxygen to residents
  - Demonstrate vital sign skills
- 6. Personal Care
  - Describe activities of daily living
  - Discuss importance of skin care
  - Describe prevention and care of pressure ulcers
  - Describe personal care for the resident
  - Demonstrate personal care skills
- 7. Activity and Exercise
  - Review importance of body mechanics
  - Discuss benefits of exercise
  - Compare rehabilitation with restorative nursing care
  - Discuss effects of immobility
  - Discuss body alignment
  - Discuss guidelines and considerations when moving, transferring and lifting residents
  - Discuss importance of range of motion exercises
  - Discuss special care needs for residents with joint replacement or fractures
  - Discuss importance of support/anti-embolism of elastic stockings
- 8. Food and Fluids
  - Discuss nutrition
  - Describe factors which affect the nutritional needs of the resident
  - Identify types of diets
  - Discuss dietary considerations related to cultural/religious diversity

- Discuss importance of fluid balance
- Describe preparations for resident's meal time
- Discuss alternative nutrition

9. Elimination

- Discuss elimination
- Factor which interfere with elimination
- Describe bowel and bladder management plans
- Discuss importance of proper urinary catheter care

10. Caring for Residents with Special Needs

- Discuss behavioral health/mental health
- Compare coping strategies with defense mechanisms
- Discuss individuals who are developmentally disabled
- Compare late life cognitive impairment with dementia
- Describe general areas of concern and strategies to implement when caring for a resident with dementia/ Alzheimer's Disease
- Recognize importance of awareness of personal behavior and approaches when caring for residents with behavioral challenges
- Describe death and dying
- Describe post-mortem care
- Describe the grieving process

**2. Laboratory/Studio Sessions**

1. Orientation to Work

- Identify purpose of clinical experience
- Describe employee's rights and responsibilities in the workplace
- Discuss importance of developing personal organizational skills
- Discuss personal wellness for the nursing assistant

2. Demonstrate the following skills

- Hand washing
- Resident unit order
- Unoccupied bed making
- Transfer belt placement
- Clear obstructed airway on conscious resident

- Gown, glove and bag linen
- Oxygen tubing safety
- Temperature with a non-mercury glass thermometer
- Temperature with an electric thermometer
- Pulse and respiration
- Blood pressure
- Weight measurement
- Height measurement
- Height measurement/resident unable to stand
- Bed bath
- Partial bath
- Tub bath or shower bath
- Perineal care
- Back rub
- Mouth care
- Mouth care for unconscious resident
- Denture care
- Fingernail care
- Foot care
- Hair care
- Bed shampoo
- Shave with electric razor
- Eyeglasses care
- Hearing aid placement
- Dressing the resident
- Occupied bed making
- Ambulate
- Walk with a cane
- Walk with a walker
- Wheelchair transfer
- Wheelchair transport
- Wheelchair transfer (two-person)
- Mechanical lift

- Supine position placement
- Side-lying position placement
- Move up in bed
- Move up in bed using lift sheet
- Passive range of motion of the shoulder and elbow
- Passive range of motion of the hip, knee and ankle
- Support stocking application
- Feed a resident
- Measure intake
- Gastrostomy tubing safety
- Intravenous tubing safety
- Measure output
- Bathroom/commode assistance
- Bedpan
- Urinal
- Indwelling catheter care
- Perineal care/incontinent resident
- Empty urine drainage bag
- Indwelling catheter tubing safety

3. Demonstrate ways to modify behavior in response to resident behavior

**Required Competencies** (*performance objectives*) **for Articulation:**

***The student will:***

The following list of course goals will be addressed in this course. These goals are related to performance objectives.

- List personal qualification of the nursing assistant.
- Describe the role and responsibility of the nursing assistant.
- Describe how Federal and State Regulations are related to nursing assistant responsibilities.
- Define ethics and etiquette for the nursing assistant.
- Describe the Resident's Bill of Rights.
- Describe the Vulnerable Adult Act.
- Describe Patient Self-Determination Act.

- Describe the normal aging process.
- Describe the need for individualized care for long term care residents.
- Describe safety of the resident.
- Identify situations which require emergency action.
- Describe principles of body mechanics.
- Describe principle of infection control.
- Describe standard precautions.
- Identify caregiver precautions with infectious disease.
- Demonstrate skills for safe and clean environment.
- Describe communications.
- Identify verbal communications.
- Describe effective communications.
- Describe communication within the nursing team.
- Identify the nursing assistant's responsibility in record keeping.
- Describe basic human needs/physical and psychological.
- Identify developmental tasks associated with the aging process.
- Discuss age-related conditions.
- Identify coping mechanisms used to cope with grief and loss.
- Discuss individual differences.
- Describe death and dying.
- Describe activities of daily living.
- Identify goals of skin care.
- Describe prevention and care of pressure ulcers.
- Describe personal care for the residents.
- Demonstrate personal care skills.
- Review body mechanics.
- Discuss benefits of exercise.
- Describe principle of rehabilitation.
- Discuss effects of immobility.
- Describe body alignment.
- Demonstrate skills of activity and exercise.
- Discuss nutrition.
- Describe factors which affect the nutrition of the resident.

- Identify types of diets.
- Discuss importance of fluid balance.
- Describe preparation for resident's meal time.
- Demonstrate skills related to food and fluids.
- Discuss elimination.
- Discuss factors which interfere with elimination.
- Describe bowel and bladder management program.
- Demonstrate skills related to elimination.
- Describe vital signs.
- Demonstrate vital signs skills.
- Define therapeutic tubing.
- Describe safety when caring for the resident with therapeutic tubing.
- Discuss caring for a resident with a stoma.
- Describe safety when caring for the resident with pressure relieving devices.
- Review intake and output measurement.
- Discuss admission procedures.
- Demonstrate skills of special procedures.
- Review mental health.
- Discuss cognitive impairment.
- Describe care of cognitively impaired resident.
- List social services, which assist the resident with behavior needs.
- Demonstrate skills of mental health and social service needs.
- Identify purpose of clinical experience.
- Describe standard pre-steps and post-steps for all resident care skills.
- Discuss importance of developing own organizational skills.

**Examples of Measurement Methods** *(include any industry certification or licensure)*

**Evacuation Guidelines**

The rules and policies that govern this class are common expectations of the Health Care Field. As a student entering the field, it is important to know that our expectations accurately reflect the behavior that will be expected on the job. The long-term care field is considered by many to be the most heavily regulated industry in the country and we expect it to become even

more so. All Requirements must be mastered. In the spirit of helping you to become successful, we have provided the following detailed information.

### **Course Evaluations**

This course is based on three areas: Lecture, Lab, and Clinical.

#### **Lecture**

The course material is divided into 11 units covered in class, followed by and written Quiz. The quizzes are 20 point multiple choice which includes Abbreviation and Terminology. A grade of less than 70% on any given test is unacceptable. One alternate test is allowed on the same material to attempt a score of 70%. The initial score will count in calculating the final class grade. The final exam is a 75 point all-inclusive exam.

The students written quizzes and exam will be translated to points and points to grades. The accumulated points divided by the total possible points equal the percent received for the course.

A = 100- 90%; B = 89-80%; C = 79-70%; 69% or below is failing.

**Note: Students progressing in the nursing program must attain 80% or better.**

#### **Lab**

The State of Minnesota requires that we keep track of and record attendance, tardiness, leaving the classroom or lab early, not returning from breaks and absences of any kind. We subtract it from your class time and record it on your permanent record, which is part of your profile and job recommendation. Failure to successfully complete lab skills after two (2) attempts, the student will be unable to complete the class.



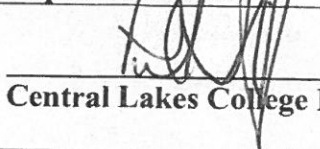
#### **Clinical**

Clinical grades are based on completing the skills in each of the following categories. (See Demonstrate Skills in the Clinical Setting Form) Students must have 80% or better.

### **Sample Textbooks and/or Other Support Materials** (including software):

Long Term Care Nursing Assistant Course, The Science and Heart of Care Giving 2009  
Must have white scrub pants and top, watch with a second hand.

*This agreement is exclusive with Central Lakes College and no assurance is given that college credit awarded through this agreement will transfer to any other postsecondary institution.*

<b>College Signature:</b>		<b>High School Signature:</b>	
	<u>11-9-16</u>		<u>11-9-16</u>
<b>Department Faculty</b>	<b>Date</b>	<b>Department Faculty</b>	<b>Date</b>
		<u>11-9-16</u>	
<b>Central Lakes College Perkins Coordinator</b>		<b>Date</b>	



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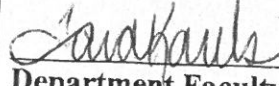
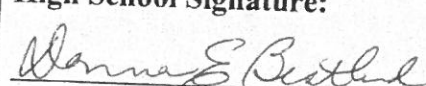
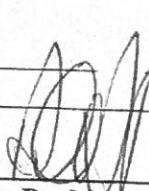
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<b>College Signature:</b>  <b>Department Faculty</b>	<b>High School Signature:</b>  <b>Department Faculty</b>
 <b>Central Lakes College Perkins Coordinator</b>	<b>Date</b> 5/3/17
	<b>Date</b> 4-3-17
	<b>Date</b> 5/3/17