

**Health Science Career Cluster  
Patient Care Fundamentals  
Course Number: 25.43600**

**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 the Georgia Medical Care Foundation. 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 the GA Medical Care Foundation [www.gmcf.org](http://www.gmcf.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 the GA Medical Care Foundation.)

*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.

**1.1 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

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				Obtaining Feedback
				Getting Others to Listen

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

### 1.2 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	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 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

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				Staying Motivated to Search
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### 1.4 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				

### 1.5 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

### 1.6 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

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Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

### 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.
- 2.4 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.

### Course Standard 3

#### HS-PCF-3

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

- 3.1 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## Course Standard 10

### HS-PCF-10

#### **Describe and demonstrate infection control practices.**

- 10.1 Cite evidence of medical aseptic hand washing techniques and demonstrate.
- 10.2 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.

## 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.

## 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.
- 12.4 Assess the resident/patient/client by providing oral hygiene, denture care, and eyeglasses care.
- 12.5 Create a model that reveals how to perform a therapeutic backrub.
- 12.6 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.
- 12.7 Investigate and model the proper uses of adaptive devices for dressing and grooming.
- 12.8 Construct special diets and hydrations necessary to meet the nutritional needs of the residents/patients, and the clients.
- 12.9 Investigate and compare the proper techniques used for feeding the resident/patient/clients.
- 12.10 Formulate a plan of care for the resident/patient/client evidenced by establishing a routine elimination pattern.

### 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.).**

- 13.1 Assess and document vital signs including blood pressure using manual and electronic equipment.
- 13.2 Assess height and weight accurately.
- 13.3 Model respect and management for residents'/patients'/clients' environment.
- 13.4 Cite evidence that differentiates abnormal changes in body function of all body systems while keeping the supervisor apprised to the changes.
- 13.5 Formulate ways to implement and maintain fluid balance of residents/patients/clients, by differentiating between dehydration and edema.
- 13.6 Assess and revise as needed various types of urinary catheters while citing evidence of effectiveness.
- 13.7 Utilizing standard precautions, submit specimens per facility policy and procedure.
- 13.8 Construct and implement facility guidelines which detail how to care for residents/patients/clients with various drainage tubes.
- 13.9 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.
- 13.10 Investigate options to enhance pulmonary functions for resident's/patient's/client's receiving oxygen therapy.

### 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.**

- 14.1 Differentiate the role of the nursing assistant for restorative care needs.
- 14.2 Assess and select methods to promote a resident's/patient's/client's independence.
- 14.3 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.
- 14.4 Examine the resident/patient/client and performs range of motion exercises.
- 14.5 Demonstrate correct bowel and bladder training and cite evidence concerning its effectiveness.
- 14.6 Examine and demonstrate the correct techniques to prevent pressure sores and contractures.

### Course Standard 15

#### HS-PCF-15

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

- 15.1 Differentiate the nursing assistant's role in home care as compared to an acute and long-term care environment.
- 15.2 Apply concepts to make modifications or adaptations for procedures in a home-care environment.
- 15.3 Investigate methods to promote safety and infection control in the home care environment.