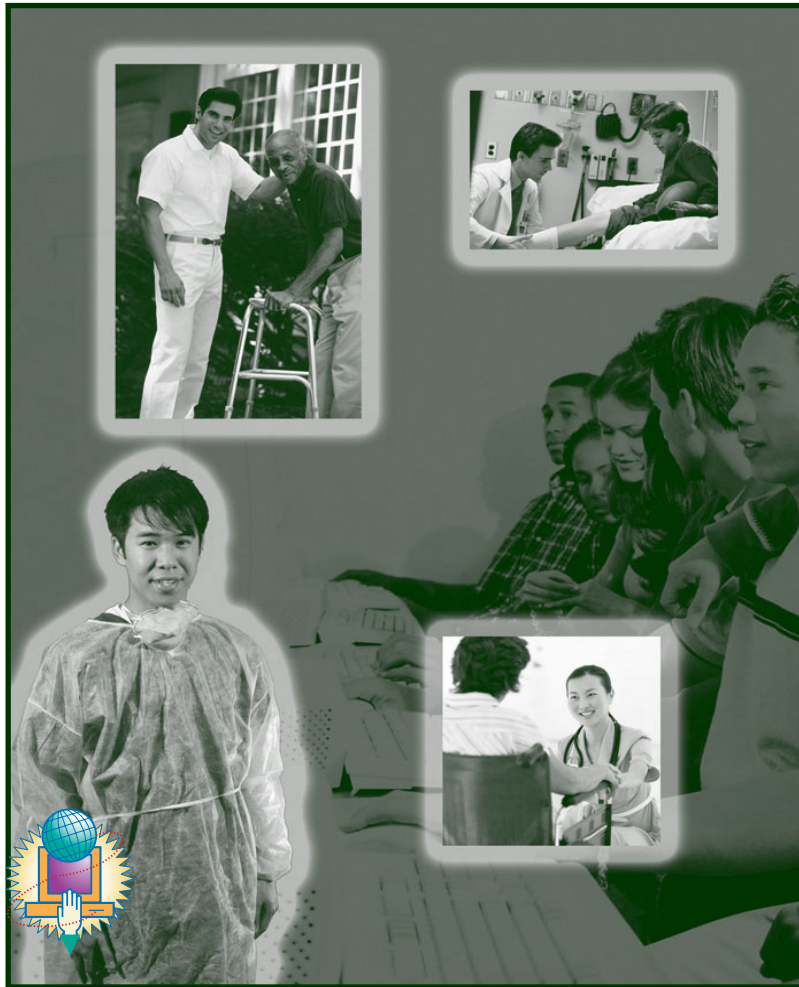


# HealthCenter21: Multi-Skilled Assistant Program Description



## Instructional Areas

Introduction

The Health Assistant

Body Mechanics

Admissions, Transfers, Discharges

Special Populations

Patient Comfort

Nutrition and Elimination

Rehabilitation and Restorative Care

The Surgical Patient

Specimen Collection and Testing

Phlebotomy

Electrocardiography

***APPLIED EDUCATIONAL SYSTEMS, Inc.***

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# Overview

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**HealthCenter21** is a unique laboratory system that provides a means for entry into health services employment or the foundation for later career specialization via specific occupational training.

Using sound learning theory and leading-edge instructional technology, the HealthCenter21 system features standards-based curriculum, interactive multimedia, hands-on activities, authentic assessments, teacher management tools, and curriculum customization.

In **HealthCenter21: Multi-Skilled Assistant** students explore nine units of instruction based on **OBRA 87\*** Federal and State regulations, including:

- The Health Assistant
- Body Mechanics
- Admissions, Transfers, Discharges
- Special Populations
- Patient Comfort
- Nutrition and Elimination
- Rehabilitations and Restorative Care
- The Surgical Patient
- Specimen Collection and Testing

In addition to an Introduction unit that shows students the tools for using this course and how to be responsible for their own learning and progress, students also develop skills based on **CAAHEP\*** and **ABHES\*** standards in the areas of:

- Phlebotomy
- Electrocardiography

*\*Standards based on:*

*OBRA 87 - Omnibus Budget Reconciliation Act of 1987*

*CAAHEP - Accreditation of Allied Health Education Programs*

*ABHES - Accrediting Bureau of Health Education Schools*

# Learning Plan

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Students need to understand the technical and interpersonal aspects of care and develop the ability to apply them in the proper care-giving situation. They must also recognize that the role of the health care professional requires the highest standards in work ethic and personal responsibility.

**HealthCenter21** includes a comprehensive learning plan, derived from the standards, that incorporates the full range of assessment methods. The content is easy to understand and review, and students can quickly return to their places each class session using a bookmark feature.

Students will:

- Discuss course topics as a class, with the teacher initiating classroom discussions via provided PowerPoint® presentations.
- Navigate through the multimedia presentations, interactive exercises, and on-screen questions at their own pace.
- Observe, evaluate, and even interact with a wide array of 3-D animated patients and coworkers to refine communication skills in a safe and controlled environment.
- Identify the steps of common health care procedures. Procedures are first explained with narration and step-by-step illustrated instructions, and then followed with activities that refine the students' understanding of the procedure.

## Health Care Procedures

**HealthCenter21** incorporates critical health care procedures in many areas, such as pre and postoperative care and pain management. Students partner with one another to conduct hands-on lab exercises that stress the importance of personal responsibility and safety precautions, including government guidelines such as OSHA.

Students practice procedures, such as taking vital signs, transferring patients, and providing first aid using authentic medical equipment and supplies that they will encounter in health care facilities. All equipment and materials provided with the course are organized in a space-efficient storage system.

Each procedure session concludes with a teacher assessment of proficiency. Enhancement activities are available for students as they complete the lab work. The curriculum topic area culminates with an individual student quiz on the material.

In addition to regular quizzes, cumulative tests and a final exam are provided to reflect the growth in understanding as the student advances through the course.

# Management System

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At the heart of the **HealthCenter21** system is webTRAC, a server-based classroom management system designed to simplify Tracking, Reporting, Assessment, and Control in the lab. WebTRAC performs such functions as:

## 1. Course Setup

On-screen help guides teachers through the process of setting up and running a successful classroom.

## 2. Assessment

Automatically evaluated questions provide students with instant feedback on their progress, while procedure checklists and performance rubrics enable teachers to efficiently and consistently assess student performance. Quizzes, tests, and exams add to the overall picture of student understanding.

## 3. Monitoring

Student activities and progress can be monitored from the teacher's station. Teachers can also log students off of the system from the teacher's station.

## 4. Reporting

A wide range of reports can be generated using the electronic gradebook and electronic student journal database. Assessments are correlated directly to the standards to provide teachers with a printable record of student achievement.

## 5. Customization

The included *Curriculum Builder* software allows the instructor to customize content, questions, tests, and even launch software applications from within the curriculum.

# Components

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**HealthCenter21** contains the components necessary for a successful experience for both the instructor and the students. Included with the system are:

## 1. Curriculum Materials

- CD-ROM software for each unit
- Teacher Manual for each unit
- Student Project Manuals
- HealthCenter21 Course Guide

## 2. Laboratory Management Package

- webTRAC Management Software, including on-line Help
- webTRAC Installation Guide

## 3. Equipment and Supplies Package *(see HealthCenter21 equipment list)*

## 4. Professional Development Package

- Intensive Teacher Training Seminar
- Training Seminar Guide

## 5. Client Services

- Toll-Free Technical Support
- Website Knowledge Base

# HealthCenter21 Equipment and Materials

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The following equipment and materials are required for successful implementation of the program, and are available from AES:

## **Consumable Items**

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Aftershave lotion  
Agar petri dishes  
Alcohol sanitizer  
Alcohol preps  
Antiseptic swab  
Catheter-care kit  
Cotton balls  
Cotton-tipped applicator sticks  
Culture Swab Collection Set  
Denture cleaner  
Electrodes, ECG  
Electrodes, Holter monitor  
Eyeglass cleaning tissues  
Gauze sponges (3" x 3")  
Gauze sponges (2' x 2')  
Gauze, roller  
Gloves, clean (lg)  
Gloves, clean (med)  
Gloves, clean (sm)  
Glucose cuvettes  
Glycerine/lemon juice swabs  
Hemocult test kit  
Sterile lancets  
Light bulb, microscope  
Lotion  
Mouthwash  
Nail file  
Nail polish remover  
Nail polish, clear  
Orangewood stick  
Petroleum jelly  
Plastic cups  
Razor, safety  
Shampoo  
Shaving lather  
Sheaths, digital thermometer  
Soap, liquid  
Strep test  
Table paper  
Tape, cloth  
Tape, scotch

# HealthCenter21 Equipment and Materials

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## Consumable items (continued)

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Toothbrush  
Toothette swabs  
Toothpaste  
Urinary reagent strips  
Hemoglobin microcuvettes  
Replacement skin (IV arms)  
Replacement vein (IV arms)  
Replacement blood bag (IV arms)  
Simulation liquid blood (gallon)  
Water-soluble lip lubricant

# HealthCenter21 Equipment and Materials

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## Lab Items

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Wheelchair  
Transfer (gait) belt  
Stretcher  
Geri chair  
Bedside commode  
Shower chair  
Crutches  
Cane, adjustable  
Walker, adjustable  
Nail brush  
Thermometer  
Sphygmomanometer/Stethoscope combo  
Teaching stethoscope  
Watch w/second hand  
Scale, adult  
Linen hamper/cart/bag  
Patient gown  
Bath blanket  
Washcloth  
Face towel  
Bath towel  
Sundry jars  
Rinsette  
Bath thermometer  
Bath basin  
Wash basin  
Pitcher  
Emesis basin  
Graduated cylinder  
Denture cup  
Denture adhesive  
Tissues  
Tongue depressors  
Comb  
Brush  
Nail clippers  
Safety pins  
Electric razor  
Eyeglasses  
Incubator  
Compound microscope  
Microscope slides  
Microscope slide covers  
Lens paper  
Timer  
Urinalysis analyzer  
Centrifuge  
Centrifuge tube

# HealthCenter21 Equipment and Materials

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## Lab Items (continued)

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Hemoque machine  
Microhematocrit capillary tubes  
Microhematocrit centrifuge  
Sealing clay  
Blood collection tubes  
Tourniquets  
Test tube rack  
Glucose meter  
Glucose meter control solution  
Sharps container  
IV Training Arms  
Holter monitor  
Multi-channel ECG machine  
ECG paper, multi-channel  
ECG mount  
Exam drape  
Surgical cap  
Surgical clipper  
Surgical clipper, recharger  
Antiembolism stockings, knee, medium  
Ophthalmoscope/otoscope  
Penlight  
Heel/elbow protectors  
Vest restraint  
Limb restraint  
Specimen collection pan  
Bedpan  
Male urinal w/cover  
Toilet tissue  
Ostomy pouch/bag  
Ostomy belt  
Ostomy wafer or barrier  
Stomahesive paste  
Adult brief diapers  
Incontinence cleanser  
Tape measure  
Sitz-bath  
24-hour specimen container  
Midstream urine specimen kit  
Specimen collection bag, pediatric  
Male external catheter  
Leg bag  
Postmortem kit  
Patient drawstring bag  
Biohazard container  
Biohazard trash bags  
Small biohazard bags

# HealthCenter21 Equipment and Materials

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## Lab Items (continued)

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Specimen transport bags  
Biohazard linen bags  
Trash can  
Trash bags  
Paper towels  
Safety goggles  
Isolation gown  
Chronic Care board game  
Age-related card set  
Alzheimer's card set  
Dementia card set  
Diabetes card set  
Advanced Geri manikin

# Academic Student Objectives

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- Extends general and specialized reading vocabulary.
- Constructs images such as graphic organizers based on text descriptions and text structures.
- Uses discussions with peers as a way of understanding information.
- Expands vocabulary through reading, listening, and discussing.
- Adjusts message wording and delivery to particular audiences and for particular purposes.
- Applies appropriate interviewing techniques.
- Makes formal presentations to the class.
- Chooses valid evidence, proofs, or examples to support topic.
- Applies meaning of prefixes, roots, and suffixes in order to comprehend vocabulary.
- Students use precise and descriptive language that clarifies and enhances ideas and supports different purposes.
- Adds, subtracts, multiplies, divides, and simplifies rational expressions.
- Make decisions about units and scales that are appropriate for problem situations involving measurement.
- Solve problems that arise in mathematics and in other contexts.
- Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- Use the language of mathematics to express mathematical ideas precisely.
- Recognize and apply mathematics in contexts outside of mathematics.
- Uses technology and mathematics to improve investigations and communications.

# The Health Assistant

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## Unit Overview

The Health Assistant gives students an overview of the role and responsibilities of health assistant occupations. It begins with an introduction to the importance of teamwork in health care and the interdependence of team members. Students then learn about the different delivery systems which employ assistants and the education and credentials needed to obtain employment. Students also explore personal traits that will enable them to be successful in the field. They are introduced to the steps of the nursing process. Lastly, students examine legal and ethical issues that pertain to the assistant, including scope of practice and confidentiality.

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### Key Questions

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*What opportunities are available to health assistants?*

*What legal and ethical issues affect health assistants?*

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### Highlights

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Nursing Process

Scope of Practice

Infection Control

Patient Rights

## Student Objectives:

- Identify the different nursing delivery systems, their functions and differences.
- Discuss the services provided by long-term care facilities, short-term care facilities, home health care, and hospice; describe how each service is unique and interdependent. Discuss the history of health care services.
- Describe the role and responsibilities of the nurse assistant in a variety of settings.
- Describe the roles of health care team members.
- Examine career opportunities and responsibilities.
- Identify the duties, education and credentialing requirements for each member of the nursing team.
- Define standard terms and abbreviations associated with the governmental regulation of nurse assistants.
- Perform within the scope of practice for the nurse assistant.
- Demonstrate understanding of own and other's values and beliefs.
- Maintain the dignity and integrity of individuals.
- Describe the impact of good work ethics, a healthy mental attitude, and the development of productive working relationships among staff members on quality health care delivery.
- Describe appropriate appearance and behavior for a nursing assistant.
- Develop awareness of personality strengths and weaknesses.
- Describe the five phases of the nursing process.
- Identify the nurse assistant's role in the care planning process and care conference.
- Identify the nurse assistant's role in gathering and documenting for care plan.
- Determine legal responsibilities of the nursing assistant.
- Discuss the Omnibus Budget Reconciliation Act's (OBRA) requirements for nursing assistants and the impact of these regulations on nursing assistant practice.
- Interpret, explain and apply the Patient's Bill of Rights.
- Identify methods to ensure resident/patient confidentiality, including potential HIPAA violations.
- Comply with legal, regulatory, and accreditation standards or codes such as the Health Insurance Portability and Accountability Act (HIPAA).
- Apply Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions.
- Identify and apply OSHA/MOSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area.
- Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area.
- Explain procedures for documenting and reporting hazards to appropriate authorities.
- Show respect for self and others.
- Display an accepting and positive attitude.

# Body Mechanics

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## Unit Overview

In this unit, students learn the correct ways to move the body to prevent injuries to themselves and patients. Students demonstrate safe techniques for using hospital beds, wheelchairs, and stretchers. Then they identify the ways pressure ulcers form and practice means of prevention, including turning patients using several methods. Students also position patients correctly on beds, exam tables, and in chairs. Lastly, student transfer patients to and from beds, chairs, stretchers, and vehicles.

### Key Questions

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*How can health workers use principles of body mechanics to prevent injury to patients and themselves?*

*Why is it important to position, turn, and move patients regularly?*

### Highlights

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Equipment Safety

Pressure Ulcers

Bed Positions

Transfers

### Student Objectives:

- Adjust bed height.
- Recognize and report skin problems including the four major stages of decubitus ulcers.
- Identify the reasons for turning and positioning a resident/client in bed.
- Comply with the turning schedule.
- Utilize assistive devices to position, turn, transport, transfer, and ambulate the resident/patient.
- Demonstrate safe management of bed position, side rails, wheelchair (locking wheels), stretcher, transfer belt, and other transfer devices.
- Demonstrate proper body mechanics.
- Apply principles of body mechanics for nurse assistant and resident/client when turning and positioning a resident/client.
- Identify common causes of back injuries.
- Utilize methods for pressure reduction, including floating heels, repositioning and reporting signs of increased pressure.
- Identify causes of decubiti.
- Identify symptoms of potential decubitus formation.
- Implement measures to help prevent decubiti.
- Identify places on body to check for a decubitus.
- Report objective signs of healing or worsening of a decubitus.
- Define orthostatic hypotension and demonstrate assisting a patient to sit and dangle to lessen the effects of orthostatic hypotension.
- Assist patient to sit on side of bed.
- Demonstrate these positions using the correct supportive devices: supine, prone, semi-Fowler's, lateral, trendlenberg, lithotomy, and Sims's position.
- Demonstrate proper positioning of a resident/patient in a wheelchair.
- Identify situations that warrant the use of particular lifts.
- Transfer resident/client from a bed to a wheelchair or vice versa.
- Transfer resident/client to and from a vehicle.
- Observe resident/client condition prior to, during, and after transfer.
- Assist the resident/patient to transfer from bed to chair/gurney/stretcher.
- Demonstrate proper use of transfer / Gait Belt.
- Assist patient to maintain proper body alignment.

# Admissions, Transfers, Discharges

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## Unit Overview

This unit focuses on the procedures that take place when a client enters, transfers, and leaves care. Students will learn the importance of the initial health evaluation and documentation. Both adult and pediatric vital signs are explored. Students will learn to care for and keep track of patients' belongings. Students will also practice the procedures for transferring a patient and for discharging a patient from care.

### Key Questions

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*What can health care workers do during admissions, transfers, and discharges to make the patient feel comfortable and secure?*

*What does the documentation taken during admissions, transfers, and discharges reveal to health care workers about patients?*

### Highlights

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Vital Signs

Initial Examination

Patient Belongings

### Student Objectives:

- Maintain safekeeping of resident/patient's belongings.
- Identify facility policies and procedures regarding the inventorying and storage of resident/client's possessions.
- Identify facility policies and procedures regarding the retrieval of resident/client's possessions.
- Assist resident/client with reporting missing personal property.
- Display sensitivity to resident/client feelings during admission, transfer, and/or discharge.
- Demonstrate procedure for admitting a resident/patient.
- Assist with assessment procedures as directed by nurse.
- Assist resident/client during transfer in accordance with facility policy.
- Assist resident/client during discharge in accordance with facility policy.
- Acquaint resident/client with their physical environment.
- Position the call light for easy access.
- Demonstrate how to teach a blind or deaf patient to use the call light.
- Explain importance of responding to client needs in a timely, compassionate and professional manner.
- Help resident/client identify facility rules governing their conduct and responsibilities.
- Take and record a medical history.
- Measure and record height and weight.
- Assist with preparation for and positioning of resident/patient for examinations.
- Analyze the various patient positions and basic instruments for a physical examination.

# Special Populations

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## Unit Overview

This unit focuses on four patient populations with unique concerns and needs—the elderly patient, the pediatric patient, the patient with disabilities, and the cognitively-challenged patient. Students explore the effects of the aging process and the ways that care must be adapted for the elderly. Students will learn about the signs of impending death and procedures related to postmortem care. They will identify illnesses and disorders common to these groups of patients. Students also discover ways to establish a positive relationship with patients, including appropriate communication techniques. Students will also learn alternatives to patient restraints and the procedure to properly use restraints when they are needed.

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### Key Questions

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*How can health workers provide dignity and respect for patients of special populations?*

*What issues do health care workers need to be familiar with when caring for the elderly?*

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### Highlights

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Residents' Bill of Rights

Communication

Abuse

Grief and Dying

### Student Objectives:

- Identify principles of care for the pediatric client.
- Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.
- Assist with postmortem care.
- Identify religious and cultural rites and facility policies associated with postmortem care.
- Modify personal behavior in response to resident/patient behavior.
- Demonstrate dignified techniques for communicating with a patient who is visually impaired, hearing impaired, unresponsive, aphasic, and/or cognitively impaired.
- Describe ways that a resident/patient may be subject to abuse and identify contributing factors.
- Promote the resident/patient's rights to be free from abuse, mistreatment and neglect.
- Identify the process for reporting and recording the abuse, mistreatment, and/or neglect of a resident/client by a nurse assistant.
- Identify the developmental tasks associated with the aging process.
- Identify influences of aging on personality development.
- Identify the principles of behavior management (e.g., reinforce appropriate behavior, implement strategies to reduce or eliminate inappropriate behavior).
- Identify age-related physical changes in each body system.
- Identify mental, social and sexual changes related to aging.
- Identify stereotypic myths concerning the elderly.
- Identify appropriate recreational activities for resident/client in nursing home setting
- Identify common illnesses, physical disorders, and diseases of the elderly (e.g., CVA, COPD, CHF, arthritis, diabetes, osteoporosis).
- Identify the most common mental illnesses of elderly resident/clients (e.g., depression, bipolar disorder, schizophrenia).
- Identify appropriate responses to the behavior of mentally ill or mentally retarded resident/client.
- Report changes in resident/client's physical and mental status.
- Employ accepted strategies for meeting the emotional, physical, and social needs of a dying resident/client.

# Patient Comfort

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## Unit Overview

This unit introduces students to procedures related to personal patient care, including bathing, oral care, hair care, and dressing. Students learn the procedures for both morning and evening care. Students also practice making open, occupied, and unoccupied beds.

Students observe patients for abnormalities and document and report findings during patient care procedures. Lastly, students learn to comfort the patient in pain and practice techniques for pain management and relaxation.

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### Key Questions

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*What role does observation play in patient comfort?*

*In what ways can health care workers be sensitive to patient dignity during patient comfort procedures?*

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### Highlights

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Observation

Patient Hygiene

Bedmaking

Pain Management

### Student Objectives:

- List strategies used to maintain client dignity at all times.
- Apply bedmaking procedures (occupied/unoccupied) to promote resident/patient's comfort.
- Ensure resident/client safety, comfort, and dignity when making a bed.
- Adjust bed height.
- Apply principles of body mechanics when making a bed.
- Dispose of soiled material.
- Perform procedures related to personal hygiene.
- Explain importance and rationale of procedure to be performed.
- Maximize positive interaction with resident/client during personal care procedures.
- Bathe resident/patient with consideration for resident/patient need and setting including: complete bed bath, partial bath, tub bath, whirlpool and shower.
- Identify the importance of resident/client positioning and draping.
- Interpret bath thermometer reading.
- Demonstrate giving a back rub.
- Recognize and report skin problems including the four major stages of decubitus ulcers.
- Report changes in skin condition.
- Identify the anatomy and physiology of the perineum.
- Provide perineal care.
- Give mouth/denture care.
- Ensure maximum resident/client independence, preference, and dignity.
- Shampoo nonambulatory resident/client.
- Brush resident/client's hair.
- Provide routine foot and hand care.
- Secure permission from designated individual prior to shaving a resident/client.
- Shave resident/client using an electric or safety razor according to resident/client's preference
- Identify steps to take in case of a nick or cut.
- Caring for the resident's eyeglasses, and removing and inserting a hearing aid.
- Assist resident/patient with dressing and undressing, including help with assistive dressing devices and IV gown change.
- Provide A.M./P.M. care.
- Describe common signs and symptoms of pain.
- Recognize abnormal changes in body function and report such changes to a supervisor.
- Observe and report abnormal signs and symptoms of common diseases and conditions.

# Nutrition and Elimination

---

## Unit Overview

In this unit, students investigate how nutrition and elimination are related to each other and to the overall health of the patient. Students discover how nutrients are used by the body and identify the purposes of different types of diets, including therapeutic diets. Students also explore various food customs and alternate methods of feeding, and they practice serving and assisting patients with meals. Students recognize the importance of maintaining fluid balance and demonstrate measuring and recording intake and output. And students learn to help patients meet elimination needs, including assisting with toileting, catheter and ostomy care, and bowel aids.

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### Key Questions

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*How are nutrition and elimination related to each other, and to the overall health of the patient?*

*What role does empathy play in the assistant's responsibility to assist patients with feeding and elimination?*

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### Highlights

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Nutrients

Diets

Intake and Output

Assisted Elimination

### Student Objectives:

- List strategies used to maintain client dignity at all times.
- Identify factors that affect the nutritional state of resident/client.
- Promote a positive mealtime atmosphere.
- Identify nurse assistant's responsibilities for resident/client on therapeutic diet.
- Describe dietary guidelines recommended for health promotion.
- Identify nutrients essential for optimal health and wellness.
- Identify therapeutic diets.
- Provide meals to the resident/patient.
- Assist the resident/patient with eating using effective feeding techniques.
- Feed client requiring complete assistance.
- Identify the signs and symptoms of dehydration.
- Explain the role of fluids in maintaining homeostasis
- Maintain hydration.
- Measure and record appropriate nutritional data, including meal percentage, intake and output
- Identify the reasons for monitoring and recording intake and output
- Calculate intake and output
- Convert ounces to cubic centimeters and demonstrate how the measurements are taken and accurately recorded for a patient on an intake and output sheet.
- Assist resident/patient with toileting, including the use of the bed-pan, urinal, commode and toilet/seat extension.
- Provide resident/client with necessary toileting supplies.
- Reinforce bowel and bladder training.
- Assist resident/patient with alternative methods of elimination (including ostomy, urostomy, Foley catheter).
- Identify how a urinary catheter works.
- Differentiate between various types of urinary catheters.
- Apply external catheter.
- Provide ostomy care.
- Provide care for incontinent client.
- Observe/report/record bowel functions.
- Demonstrate emptying a urine drainage bag and measuring urinary output.
- Identify different types of enemas, state the purpose of each, and when possible demonstrate in simulations: a cleansing enema; a ready-to-use oil retention enema; the Harris Flush (Return-Flow enema); the use of the disposable rectal tube with connected flatus bag; and the care of a patient who has a colostomy or ileostomy.

# Rehabilitation and Restorative Care

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## Unit Overview

In this unit, students learn how to promote patient independence. Students become skilled in teaching activities of daily living, such as getting dressed and eating, using assistive devices. Students also work with patients to complete range of motion exercises.

Students are introduced to heat and cold applications.

Students also learn to assist patients in using ambulation devices, such as canes, walkers, and crutches.

### Key Questions

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*How does restorative care focus on patients' total well-being?*

*What types of restorative care may health assistants provide to patients?*

### Highlights

---

Activities of Daily Living

Ambulation

Assistive Devices

Range of Motion

## Student Objectives:

- List strategies used to maintain client dignity at all times.
- Identify situations in which resident/client may need assistance in ambulating.
- Ensure maximum independence and safety for resident/client who needs help in ambulating.
- Assist resident/client in using assistive devices and adaptive equipment.
- Help resident/client move from a sitting or supine position to a standing position.
- Assist client in ambulation.
- Assist resident/patient to ambulate using a gaitbelt.
- Identify patients who are at risk for falls and demonstrate how to assist the falling patient.
- Describe the psychological aspects of rehabilitative care.
- Describe the roles of each member of the rehabilitation team and discuss the goals and principles of holistic rehabilitation.
- Explain the role of the nursing assistant in rehabilitation care.
- Promote the resident/patient's right to make personal choices to accommodate their needs.
- Discuss strategies for promoting resident involvement in his/her decision-making process regarding the patient's activities of daily living, to include the special strategies for the passive patient.
- Provide training for self-care according to resident/client's capabilities.
- Identify physical and psychosocial losses that affect independence.
- Use family/significant others as a resource and source of social and emotional support.
- Provide assistance to resident/client participating in family and group activities.
- Demonstrate techniques of client education.
- Assist and instruct resident/patient to be independent in the activities of daily living.
- Identify the purpose of promoting resident/client independence in ADL.
- Demonstrate use of adaptive devices and assistive equipment.
- Assist the client to ambulate with a walker, crutches and cane.
- Perform passive range of motion exercises.
- Demonstrate the principles and rules of range of motion exercises for patients in rehabilitative care. **(OBRA)**
- Identify situations when a cold or warm compress may be ordered.
- Identify methods to ensure appropriate temperature range for heat and cold treatments.
- Demonstrate application of heat / cold therapy.
- Assist resident/patient with sitz bath.



# The Surgical Patient

---

## Unit Overview

Students identify the care needed by patients before and after surgery. Students dress and shave patients in preparation for surgery, and also support the patient emotionally. Students explore several surgical procedures in which health assistants may be involved. After surgery, students learn to recognize and report infection.

### Key Questions

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*Why is infection control especially important with the surgical patient?*

*How can health assistants provide psychological care in addition to physical care?*

### Highlights

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Preoperative Care

Stockings and Binders

Postoperative Unit

## Student Objectives:

- Maintain a safe and controlled environment
- Assist with preoperative care per protocol
- Identify common psychological reactions to surgery
- Offer support to surgical resident/client's family members
- Identify actions that should be taken before surgery
- Demonstrate nursing assistant duties including the pre-op shave
- Assist with postoperative care per protocol
- Identify what should be done for a resident/client returning from surgery
- Identify potential complications of surgery
- Identify the steps in the healing process and factors that support healing
- Use all senses in observing the postoperative resident/client
- Identify symptoms that should be reported immediately
- Assist patient to cough, and deep breathe
- Recognize symptoms of an infection
- Demonstrate sensitivity around post-operative patients (e.g., use careful conversation)
- Identify causes of embolism
- Apply binders
- Apply support and compression hose
- Assist in incision and drainage of localized infection
- Assist physician in minor surgery
- Observe and report abnormal signs and symptoms of common diseases and conditions



# Specimen Collection and Testing

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## Unit Overview

In this unit, students learn the guidelines and safety precautions for handling specimens. They will practice common urine-collection procedures, including routine, clean-catch, 24-hour, and pediatric. After an introduction to CLIA-waived tests, students then strain and perform a urinalysis on specimens. Next, students learn the procedure for collecting a stool specimen and conducting a Hemocult blood test. Students also explore cultures, smear, and stains, and practice taking throat, wound, and sputum specimens.

## Key Questions

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*Why is specimen collection and testing important to a patient's health?*

*What safety precautions should be followed when collecting and testing specimen?*

## Highlights

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Collection Techniques

CLIA-Waived Tests

Cultures

Microscope Use

## Student Objectives:

- Obtain a urine specimen from an infant or young child.
- Collect and analyze basic urine, sputum, and blood specimens.
- Perform a urinalysis chemical screen via dipsticks.
- Assess urinary volume, color and clarity.
- Identify characteristics of a gram stain.
- Identify characteristics of a wet slide and hanging drop slide preparation.
- Employ quality measures when handling and maintaining equipment and materials.
- Recognize abnormal changes in body function and report such changes to a supervisor.
- Observe and report abnormal signs and symptoms of common diseases and conditions.
- Collect, label, and send specimens according to protocol.
- Describe the “rights” of collecting specimens.
- Instruct patients regarding specimen collection.
- Provide containers or slides for specimen collection.
- Assist a resident/client as requested.
- Identify the reasons for routine urinalysis.
- Identify the characteristics of a normal stool.
- Follow established procedures in collecting and disposing of a stool specimen.
- Discuss collecting a stool specimen.
- Report results and/or observations.
- Discuss collecting a sputum specimen.
- Describe sputum characteristics.
- Distinguish between sputum and saliva.



# Phlebotomy

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## Unit Overview

In this unit, students will learn to collect blood specimens using venipuncture and fingerstick techniques. They will practice standard precautions and demonstrate an awareness of the risks of blood-borne pathogens. Students will explore the basics of analyses procedures, such as glucose testing and micro-hematocrit measuring.

## Key Questions

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*What role does phlebotomy play in diagnosing diseases?*

*What safety precautions should be used to protect health care workers during phlebotomy procedures?*

## Highlights

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Skin Puncture

Diagnostic Testing

Venipuncture

Order of Draw

## Student Objectives:

- Demonstrate the ability to read and record lab slips.
- Use a compound microscope.
- Perform basic diagnostic tests.
- Test stool for occult blood.
- Measure and record hemoglobin.
- Measure and record micro-hematocrit.
- Count and record a white and red blood cell.
- Prepare and identify a differential blood smear slide.
- Identify characteristics of an erythrocyte sedimentation rate.
- Measure blood glucose using a glucometer.
- Perform a capillary (fingerstick) procedure.
- Use equipment according to manufacturer's guidelines.
- Employ quality measures when handling and maintaining equipment and materials.
- Care for disposable equipment by placing in appropriate waste containers.
- Maintain equipment to ensure its safe use.
- Collect and label routine specimen.
- Perform a venipuncture using an arm simulator.
- Demonstrate correct order of draw according to NCCLS protocol.
- Perform venipuncture by evacuated tube system.



# Electrocardiography

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## Unit Overview

Students will learn how to conduct electrocardiograms. They will examine the anatomy of the heart, including the electrical conduction pattern for the cardiac cycle. Students will classify leads and name the differences between single-channel and multi-channel ECG's. And they discover how to standardize an ECG machine and prevent artifacts. Students perform a routine 12-lead ECG. They learn how to read ECG tracings, including calculating heart rate and identifying basic arrhythmias. Students will also recognize related diagnostic cardiac tests such as stress tests and Holter monitors.

## Key Questions

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*When is an electrocardiogram used?*

*What is the health assistant's role in an electrocardiogram?*

## Highlights

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12-Lead ECG

Artifacts

Arrhythmias

Holter Monitor

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## Student Objectives:

- Perform a Twelve Lead Electrocardiogram.
- Identify characteristics of twelve lead ekg, single channel and three channel.
- Identify anatomy of the heart, and trace the flow of blood throughout systemic and pulmonary circulations.
- Demonstrate application of limb and chest electrodes.
- Identify ekg artifacts / troubleshoot machine failure.
- Demonstrate application of Holter monitor.
- Identify basic dysrhythmias and heart blocks.
- Use equipment according to manufacturer's guidelines.
- Employ quality measures when handling and maintaining equipment and materials.

