

Glendale Union High School District Health Careers Education Program

Glendale Union High School District
Health Careers Education/Nursing Services/Health Services
Syllabus
www.hceguhsdaz.org

DATE: **Fall/Spring 2024-2025**

COURSE: NUR158 or HCC 130 and HCC 145

COURSE TITLE: **Health Careers Education/Nursing Services/GUHSD Health Services**

POSSIBLE COLLEGE CREDIT HOURS: 6

NUMBER OF WEEKS: FALL: 36

POSSIBLE HIGH SCHOOL CREDIT HOURS: 2

POSSIBLE CLINICAL HOURS: 40

POSSIBLE LECTURE/LAB/DISCRETIONARY HOURS: 60+

Instructors	Responsibilities	Phone Number	E-Mail
Rhonda Sykes, RN	Faculty	623-915-8048 602-616-1798	Rhonda.Sykes@guhsdaz.org
Elizabeth Kadar, RN	Faculty	623-915-8048 480-388-5837	Elizabeth.Kadar@guhsdaz.org
Kevin Lukefahr, RN	Faculty	623-915-8048 602-663-0568	Kevin.Lukefahr@guhsdaz.org

CLASS & CLINICAL TIMES:

See Schedule

Clinicals: Northpark Health & Rehabilitation
Boswell Transitional Health Care Center
Abrazo Medical Center

**INSTRUCTIONAL
MATERIALS/LEARNING
RESOURCES:**

Textbook: **Textbook:** Barbara Acello & Barbara R Hegner,
Nursing Assistant, A Nursing Process Approach. 12th ed,
Cengage, 2020. ISBN#: 13: 978-0-357-37202-9
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Arizona State Board of Nursing (AZBN)
1740 W Adams Street, Suite 2000
Phoenix, AZ 85007
Phone: 602-331-8111
<http://www.azbn.gov/Applications.aspx>

D & S Diversified Technologies LLP
Headmaster LLP
877-851-2355
www.hdmaster.com

Course Description:

Health Careers Education follows the curriculum designed & approved by the Arizona State Board of Nursing, Arizona Department of Education, and Glendale Union High School District #205. This course will introduce students to a variety of careers and professional

roles within healthcare, and will specifically focus on the scope and practice of the nursing assistant, patient care technician, phlebotomy technician, and EKG technician. Our year-long course includes a thorough overview of anatomy, physiology, and human diseases, as well as teaches students critical thinking skills, safety skills, and therapeutic communication skills which are essential in providing excellent, patient-centered care. Students will participate in both lecture, laboratory, and work based learning environments and will be given the opportunity to develop competency in clinical entry level skills and procedures by completing clinical rotations, work based learning, at a local, partnering hospital and nursing home. Students will participate in the healthcare services Career and Technical Student Organization, CTSO (Career Technical Student Organization), HOSA Future Health Professionals. This is co-curricular and participation is required. Dual enrollment is offered through Glendale Community College. Students can earn up to 6 credit hours.

Course Competencies:

1. Describe the role of the health provider in caring for patients/clients and those with alterations in health care.
2. Demonstrate simple problem solving to provide care to patients/clients with alterations in health that is age specific, mental health and social service needs under the direction of the nursing staff.
3. Describe the roles and responsibilities of the health professional related to ethical and legal standards of the profession within the nursing assistant practice.
4. Care of the cognitively impaired patient/client.
5. Describe and demonstrate basic restorative services for the patient/client.
6. Use simple problem-solving skills when giving care to elderly patient/clients and patients/clients with alterations in health.
7. Describe professional communication and interpersonal skills specific to the assistant as a member of the health care team.
8. Describe select interventions appropriate to scope of practice that are designed to meet the holistic needs of patient/clients and allowing independence.
9. Describe and demonstrate basic assistant and personal care skills of the patient/client to ensure a safe environment and personal safety for the patient/client.
10. Describe the signs and symptoms of specific diseases, conditions and alterations in patient/client behavior.
11. Apply the principles of nutrition and fluid balance to patient/client care.
12. Describe the special care needs of elder clients and patients across the life span in the acute and long-term care settings including client's rights, i.e. confidentiality, privacy, personal choices, freedom from restraints, etc.
13. Describe the basic skills and procedures needed for clients in emergencies, i.e. Heimlich© maneuver, and CPR.
14. Perform basic therapeutic, maintenance and preventative interventions identified in the client's plan of care appropriate to the role.
15. Recognizing and reporting abuse, mistreatment or neglect of patient/client.
16. Function as a member of the health care team within the health care facility including time management and prioritizing work.
17. Demonstrate behaviors that are in accordance with accepted standards of practice and ethical guidelines within the role of study.
18. Demonstrate appropriate communication skills with patients/clients with alterations in health.
19. Demonstrate caring behaviors when interacting with patients/clients in acute and long term agencies.
20. Demonstrate skills necessary to ensure a safe environment and protection of the patient/client.
21. Implement skills that relate to basic and holistic client needs.
22. Communicate client response to appropriate personnel through recording and reporting.
23. Apply common medical terms used for the simple organization of the body, major organs and medical abbreviations.
24. Demonstrate accurate and appropriate documentation of the patient/client's care.
25. Understand and apply the principles of infection control, i.e. isolation, bloodborne pathogens, etc.
26. Understand the current healthcare professions including career and labor market.
27. Understand the healthcare delivery system, third party payers, facility ownership and organizational structure.
28. Understand healthful living for self, including nutrition, stress management and exercise.
29. Understand and demonstrate the principles of body mechanics in daily living activities.
30. Understand and apply Occupational Safety and Health Administration (OSHA) standard precautions.

Materials Needed:

Lecture:

- 3-ring, 3-inch notebook
- 5 dividers

College-ruled notebook paper
Pencils
Pens (black ink)
15 different-colored markers and pencils
Colored pens or highlighters

Lab:

Plastic 3 prong pocket folder
Pencils
Pens (black ink only)
Scrubs
ID Badge
Clinical supplies needed: watch with a second hand, neutral color, **leather** non-skid work footwear (athletic shoes are appropriate)
Stethoscope, blood pressure cuff, and gait belt will be provided for student use.

Grading:

To meet the exacting standards of the Health Services professions, Arizona State Board of Nursing requires our program to use an advanced proficiency grading scale to ensure that our students are achieving their highest potential. By using an advanced proficiency scale, students will be more prepared for the certification exams necessary for earning their Certified Nursing Assistant license and Technician Certifications. All work will be graded using the scale posted below.

Our grading scale is as follows:

A = 100 – 90
B = 89 – 80
C = 79 – 75
D = 74 – 60
F = 59 – 0

Category will weight assignments. Below are the categories and percentage breakdown for each.

Categories for Lecture:

District Assessment (20%)
Interactive Notebook (IAN) (20%)
Medical Terminology (15%)
Projects/HOSA (10%)
Tests (15%)
Final Exam (20%)

Categories for Lab:

Lab Work/Skills Application Practice (20%)
Clinical Preparation-first semester (20%)
Clinical Competencies Tests -Final Practical (20%)
Community Service/Healthcare Today-second semester (20%)
Advanced Lab Work/Skills and Nursing Skills Application Practice (20%)
Professionalism (20%)

We expect ALL assignments to be turned in on time. Late work is not accepted. Extenuating circumstances resulting in missing or late work may be considered at teacher discretion, and may result in a deduction of points with partial to no credit earned. Unpreparedness will affect a student's grade and could lead to termination from the program.

The Arizona State Board of Nursing requires a cumulative class and field grade of 80% or higher to qualify for State Certification testing. Program requirements include a final written exam score of 87% or better and a final practical exam score of 95% for certification testing recommendation.

Our program chooses to use an advanced proficiency grading scale which requires students to earn a grade of an 85% or higher for any grad assignment to ensure student success.

There will be a unit test upon completion of each unit. Quizzes, written and practical, may be unannounced and will include any material assigned to date, therefore, it is imperative that students keep up with the material. According to Arizona State Board of Nursing, retesting is permitted. No more than one retake is permitted per Az Board of Nursing. Retesting will be at the instructor's discretion, under extenuating circumstances, and, on an individual basis. All exam retakes or make up exams are required to be completed within two weeks of the original test date. A comprehensive written and practical final exam will be completed at the end of the program. *As stated above. Students must achieve a score of 87% on the comprehensive written examination for certification recommendation. A comprehensive practical skills assessment/exam will be completed by appointment at the end of the program. Students must achieve a score of 95% for certification recommendation. There are **NO** retakes or make ups for written final exams or practical final exams.*

Student Conduct:

The Faculty commits to provide an environment conducive to teaching and learning. Students can contribute to the effectiveness of the learning process and increase their chance of success by following suggestions given by the faculty as listed below:

- Attend all class sessions and be punctual
- Read, understand, and follow the course syllabus
- Complete reading assignments prior to class
- Submit assignments on time
- Participate actively in class
- Evaluate your own progress continuously
- Meet with your instructor during office hours
- Make appropriate verbal contributions to class
- Maintain appropriate demeanor during class *for example:*
 - Remain in classroom until class is dismissed
 - Return from breaks on time
 - Eat and sleep before and after class
 - Refrain from having side conversations
 - Attend to speaker during class time
 - Allow others to listen and learn
 - Cell phones turned **off or silenced** during class, respond to messages only during scheduled breaks
 - **Cell phones are not allowed in the clinical or lab setting.**

Attendance Policy:

Class attendance is crucial for student success.

- Students must be accepted to the program and registered for the class to attend
- Students are expected to attend all classes and clinicals. A minimum number of hours of attendance is **mandatory** per AZBN/ADE to become certified. Students who choose to attend less than required will not meet the AZBN/ADE time requirement and will not be allowed to take the Certification Exam.
- Students must contact their instructor by calling or texting if they are going to be late to clinicals or absent. Please give as much advanced notice as possible. A student later than 20 minutes will result in an absence.
- 3, 2-hour absences will be allowed per semester (not including school-approved absences); only one of those absences may be from clinicals.

Disabled Resource Services:

If you have a physical disability or a learning disability, please make an appointment with an advisor/instructor as soon as possible. They can assist you with appropriate accommodations to ensure success in your classes.

Visitors:

No unregistered persons, including children, are permitted in class or at the clinical site. All visitors must be approved by the faculty and will need to follow school policy to be on campus.

Academic Responsibility:

It is the responsibility of every student to adhere to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with the Health Careers Education program. Any student who violates this rule, or who knowingly assists another to violate this rule, shall be subject to disciplinary action and probable withdrawal from the course.

As students advance through this course, they are preparing for transition into the professional world. **Behaviors expected in the classroom and clinical setting are also behaviors that will be expected in the work place.**

Dress Code:***Lecture:***

Scrubs are required in both lecture and lab settings. Friday is spirit day on most campuses, student will not be required to wear scrubs on Fridays. Students will adhere to the Health Careers Education and Moon Valley High School dress code for spirit days and any occasions approved by Instructors.

Lab and Clinical Setting:

School-approved scrubs and scrub jacket (Under garments must not be visible through scrubs or in any position when assisting patients)

White crew-neck t-shirt (short sleeved or long sleeved)

Mostly white/neutral colored professional looking, athletic shoes with socks. No canvas or mesh.

Name Badge

Watch with a second-hand

Hair must be natural in color, combed and clean

Hair tied back for girls (plain headbands may be worn)

Clean-shaven or neatly shaved/trimmed facial hair for boys

Moderate/professional jewelry (no dangling jewelry or chains that could catch on anything)

Tattoos/body art must be covered

No artificial nails or gel nail polish, nails cleaned and neatly manicured

NO CELL PHONE in lab or clinical setting

Health Career Exploratory and Community Outreach Setting:

Facility dress code or school-approved khaki slacks and Hosa polo. (Under garments must not be visible through clothing or in any position when assisting patients/staff)

Mostly white/neutral colored professional looking, athletic shoes with socks. No canvas or mesh.

Name Badge

Watch with a second-hand

Hair must be natural in color, combed and clean

Hair tied back for girls (plain headbands may be worn)

Clean-shaven or neatly shaved/trimmed facial hair for boys

Moderate/professional jewelry (no dangling jewelry or chains that could catch on anything)

Tattoos/body art must be covered

NO CELL PHONE

Students improperly dressed for clinical will not participate in the clinical experience. Parents will be notified and student will be sent back to their home school. This will result in the student receiving an absence for the clinical day. Students improperly dressed for lab will not participate in the lab experience. This will result in a loss of lab hours and a deduction of points. There are no make-up days for clinicals or labs.

**SEMESTER ONE
LECTURE**

Unit	Class	Chapters and Assignments <i>Please see cross reference for related chapter numbers in MA, PCT, Phlebotomy and EKG texts.</i>	
Expectations		All reading assignments need to be completed before the scheduled lecture. It is important for your success that you come to class prepared as we will be most effective with our time by only be discussing, adding to, and/or clarifying the content in each chapter in class. *All units/assignments are subject to change at the discretion of the instructor and depending on student needs.	
Unit #1 Introduction to Health Care	<u>Lecture</u>	Chapter 1- The Health Care System Chapter 2- The Nursing Assistant Chapter 3- Professionalism & Job Skills Chapter 4- Legal & Ethical Issues Chapter 5- Communication Skills Chapter 6- Those We Care For	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Resume and Cover letter -Membership Award Project -HOSA Project
Unit #2 Safety	<u>Lecture</u>	Chapter 7- Communicable Disease & Infection Control Chapter 8- Bloodborne & Airborne Pathogens Chapter 9- Workplace Safety Chapter 10- Patient Safety & Restraints Alternatives Chapter 11- Positioning, Lifting & Transferring Chapter 12- Basic First Aid & Emergency Care	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -CPR Certification -First Aid Certification -Close Reading Assignments
Unit #3 Basic Patient & Resident Care	<u>Lecture</u>	Chapter 13- Patient Resident Environment Chapter 14- Admissions, Transfers & Discharges Chapter 15- Bedmaking Chapter 16- Vital Signs, Height & Weight Chapter 17- Comfort & Rest Chapter 18- Cleanliness & Hygiene Chapter 19- Grooming Chapter 20- Basic Nutrition Chapter 21- Assisting with Urinary & Bowel Elimination	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments

Unit #4 Death & Dying	<u>Lecture</u>	Chapter 22 -Caring for People Who are Terminally Ill Chapter 23 -Caring for People who are Dying	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments
Unit #5 Structure and Function of the Human Body	<u>Lecture</u>	Chapter 24 -Basic Body Structure & Function Chapter 25 -Integumentary System Chapter 26 - Musculoskeletal System Chapter 27 -Respiratory System Chapter 28 Cardiovascular System Chapter 29 Nervous System Chapter 30 Sensory System Chapter 31 Endocrine System Chapter 32 Digestive System Chapter 33 Urinary System Chapter 34 Reproductive System	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments -Anatomy & Physiology -Disease Research Project
Unit #6 Special Care Concerns	<u>Lecture</u>	Chapter 35 -Caring for People with Rehabilitation Needs Chapter 36 - Caring for People with Developmental Disabilities Chapter 37 - Caring for People with Mental Illnesses Chapter 38 - Caring for People with Dementia Chapter 39 - Caring for People with Cancer Chapter 40 - Caring for People with HIV/AIDS	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments
Unit #7 Acute Care	<u>Lecture</u>	Chapter 41 - Caring for Surgical Patients Chapter 42 - Caring for Mothers and Newborns Chapter 43 - Caring for Pediatric Patients	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments
Unit #8 Home Health Care	<u>Lecture</u>	Chapter 44 -Introduction to Home Health Care Chapter 45 - Safety & Infection Control in the Home Health Care Setting	Assignment: -Outline of each chapter. -Worksheet for each chapter. -Notes and Reflections for each lecture. -Close Reading Assignments

SEMESTER ONE

LAB

Unit	Class	Assignments	Procedures/Skills
	Lab	Skills/Clinical Assignment All skills assignments need to be viewed/reviewed <u>before</u> the day of class assigned. It is important for your learning that you have studied these skills. Your grade reflects your preparedness for each class, and your participation. Clinical assignments TBA	
Unit #1 Introduction to Health Care	Lab	Chapter 1 -The Health Care System Chapter 2 -The Nursing Assistant Chapter 3 -Professionalism & Job Skills Chapter 4 -Legal & Ethical Issues Chapter 5 -Communication Skills Chapter 6 - Those We Care For	Daily assignments TBA during each class depending on the progression of class and class needs.
Unit #2 Safety	Lab	Chapter 7 -Communicable Disease & Infection Control Chapter 8 -Bloodborne & Airborne Pathogens Chapter 9 - Workplace Safety Chapter 10 -Patient Safety & Restraints Alternatives Chapter 11 - Positioning, Lifting & Transferring Chapter 12 -Basic First Aid & Emergency Care	Procedure 7-1: Handwashing Procedure 7-2 to 7-6: PPE Procedure 7-7: Double Bagging Procedure 7a: Using Sterile Techniques Procedure 9a: Evacuation Drill Procedure 9b: Fall Prevention Procedure 10-1 to 10-3: Restraint application Procedure 11-1to 11-7: Moving & Turning Patients/Residents Procedure 11-8: Applying Transfer/Gait Belt Procedure 11-9to 11-14: Transferring Patients/Residents Procedure 11-15to 11-16: Ambulating Patients/Residents Procedure 12-1to 12-5: BLS & First Aid
Unit #3 Basic Patient/ Resident Care	Lab	Chapter 13 -Patient Resident Environment Chapter 14 -Admissions, Transfers & Discharges Chapter 15 -Bedmaking Chapter 16 - Vital Signs, Height & Weight Chapter 17 - Comfort & Rest Chapter 18 - Cleanliness & Hygiene Chapter 19 - Grooming Chapter 20 - Basic Nutrition Chapter 21 -Assisting with Urinary & Bowel Elimination	Procedure 13a: Pre/Post Procedure skills Procedure 15-1to 15-2: Bedmaking Procedure 16-1to 16-4: Measuring Temperature Procedure 16-5to 16-6: Taking a Pulse Procedure 16-7: Counting Respirations Procedure 16-8: Measuring Blood Pressure Procedure 16-9to 16-11: Measuring Height & Weight Procedure 17-1to 17-3: Heat & Cold Application Procedure 18-1to 18-3: Oral Care

			<p>Procedure 18-4 to 18-5: Perineal Care</p> <p>Procedure 18-6 to 18-8: Bathing</p> <p>Procedure 18-9: Back Massage</p> <p>Procedure 19-1to 19-2: Hand & Foot Care</p> <p>Procedure 19-3to 19-4: Dressing</p> <p>Procedure 19-5 to 19-6: Hair Care</p> <p>Procedure 19-7: Shaving</p> <p>Procedure 20-1: Feeding Dependent Patient/Resident</p> <p>Procedure 20a: Measuring & Recording Fluid & Food Intake</p> <p>Procedure 21-1 to 21-2: Using a Bedpan/Urinal</p> <p>Procedure 21-3 to 21-5: Collecting Urine/Stool Specimens</p> <p>Procedure 21-6 to 21-7: Catheter Care/Drainage Bag</p> <p>Procedure 21a: Measuring & Recording Output</p> <p>Procedure 21-8: Soapsuds Enema</p> <p>Procedure 21-9: Ostomy Care</p>
Unit #4 Death & Dying	Lab	<p>Chapter 22-Caring for People Who are Terminally Ill</p> <p>Chapter 23-Caring for People who are Dying</p>	Procedure 23-1: Post Mortem Care
Unit #5 Structure and Function of the Human Body	Lab	<p>Chapter 24-Basic Body Structure & Function</p> <p>Chapter 25-Integumentary System</p> <p>Chapter 26- Musculoskeletal System</p> <p>Chapter 27-Respiratory System</p> <p>Chapter 28 Cardiovascular System</p> <p>Chapter 29 Nervous System</p> <p>Chapter 30 Sensory System</p> <p>Chapter 31 Endocrine System</p> <p>Chapter 32 Digestive System</p> <p>Chapter 33 Urinary System</p> <p>Chapter 34 Reproductive System</p>	<p>Procedure 25-1: Dressing Changes</p> <p>Procedure 25a: Prevention of Pressure Ulcers</p> <p>Procedure 26-1: ROM</p> <p>Procedure 27a: Transporting a Patient/Resident with Oxygen</p> <p>Procedure 27b: Assisting with Spirometry</p> <p>Procedure 27c: assisting with Orthopedic Positioning</p> <p>Procedure 30-1: Assisting with Hearing Aid</p> <p>Procedure 30a: Caring for eyeglasses, prosthetic eyes, contact lenses.</p> <p>Procedure 31a: Monitoring Blood/Urine glucose levels</p> <p>Procedure 32a: Identifying Therapeutic Diets</p>
Unit #6	Lab	<p>Chapter 35-Caring for People with Rehabilitation Needs</p> <p>Chapter 36- Caring for People with Developmental Disabilities</p>	Communication skills for Patients/Residents with Special Care needs and concerns

Special Care Concerns		Chapter 37- Caring for People with Mental Illnesses Chapter 38- Caring for People with Dementia Chapter 39- Caring for People with Cancer Chapter 40- Caring for People with HIV/AIDS	
Unit #7 Acute Care	Lab	Chapter 41- Caring for Surgical Patients Chapter 42- Caring for Mothers and Newborns Chapter 43- Caring for Pediatric Patients	Procedure 41-1: Application of Anti-embolism Stockings Procedure 41a: Pre/Post Operative Care Procedure 42a: Comfort Measures during Labor / Delivery Procedure 42b: Sitz Bath Procedure 42c: Newborn Care Procedure 43a: Pediatric Care
Unit #8 Home Health Care	Lab	Chapter 44- Introduction to Home Health Care Chapter 45- Safety & Infection Control in the Home Health Care Setting	
Unit #9	Lab	Practice skills and procedures	
Unit # 10	Lab	Practice skills and procedures	
Unit #11	Lab	Practice skills and procedures	
Unit #12	Lab	Practice skills and procedures	
Unit #13	Lab	Practice skills and procedures	
Unit #14	Lab	All-Class Review and Testing	
Unit #15	Lab	All-Class Review and Testing	