



Azusa Adult Education Center

Course Outline

(Updated August 2021)

TITLE: Nurse Assistant Training Program – NATP
(formerly known as Certified Nurse Assistant - CNA)

CAREER PATHWAY: Patient Care

INDUSTRY SECTOR: Health Science and Medical Technology

DEPARTMENT: Career Technical Education

SECTION NUMBERS: 4210.01

LENGTH OF COURSE: 14 Weeks

PREREQUISITES:

- Must read a minimum of a 6th grade reading level
 - At least 18 years of age
 - Clearance of Criminal Conviction, Physical, and Tuberculosis (TB) Screening
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AAEC Vision Statement

Azusa Adult Education Center will empower every student to pursue their personal, educational and career goals to transition into higher education or productive employment.

AAEC Mission Statement

We are committed, as a professional learning community, to continuous improvement in providing a diverse and high quality educational program where all students are provided the opportunity to develop and deepen their knowledge, skills and abilities required to:

- Actively participate in further educational pursuits
- Obtain or advance in a career
- Ethically participate in a multi-cultural civic society

1. COURSE DESCRIPTION:

This competency-based course offers an overview of anatomy, physiology, nutrition, medical terminology and an introduction to diseases and disorders. Emphasis is given to safety principles, infection control and the philosophy of nursing. This course also integrates methods for meeting the social and psychological needs of the patient. Upon completion of the required theory and clinical practice hours, the student will be qualified to take the California State CNA Certification Test. Successful completion of this examination will enable the student to be employed in a health care facility.

2. COURSE GOALS:

- This course is designed around the competency-based model of instruction.
- The Nurse Assistant Training Program consists of theory and technical instruction to include: working environment safety principles, infection control and the philosophy of nursing, methods for meeting the social and psychological needs of the patient, patient rights, body mechanics, and patient care procedures.
- Students will be qualified to take the California State CNA Certification Test.
- Student will complete an American Heart Association Healthcare Providers Cardiopulmonary Resuscitation (CPR) class.
- Students will perform classroom activities while under the direct supervision of a pharmacist.
- The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.
- Scans Foundation Skills and competencies are embedded in class instruction.

3. STANDARDS

California Career Technical Education Model Curriculum Standards: Health Science and Medical Technology Industry Sector - Knowledge and Performance Anchor Standards

The State of California Career Technical Education (CTE) Model Curriculum Standards are designed to assist California districts and schools in developing high-quality curriculum and instruction to help ensure that students are career and college ready and to prepare them for future careers.

1.0 Academics - Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications - Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking - Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities – Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills - Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application - Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

The State of California Standards for the Patient Care Pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

B1.0 - Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B2.0 - Understand the basic structure and function of the human body and relate normal function to common disorders.

B3.0 - Know how to apply mathematical computations used in health care delivery system.

B4.0 - Recognize and practice components of an intake assessment relevant to patient care.

B5.0 - Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B6.0 - Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B7.0 - Apply observation techniques to detect changes in the health status of patients.

B8.0 - Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B9.0 - Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness.

B10.0 - Comply with protocols and preventative health practices necessary to maintain a safe environment.

B11.0 - Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

B12.0 - Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B13.0 - Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

4. STUDENT LEARNING OUTCOMES:

At the end of the course, students will be able to meet the following specific Certified Nurse Assistant competencies:

Section A – Introduction / Employability Skills

Understand class philosophy, policies, and the role of the nursing assistant in long term care facilities.

- Describe the role of nursing assistants in the health team.
- Describe standards and regulations required by Title 22 for nursing assistants.
- Differentiate among health care facilities by type, function and funding.
- Describe the organization and patient needs of acute hospitals and long-term facilities.
- List three local health agencies and describe services offered.
- Describe health care payment methods.
- Describe attitudes needed by nursing assistants to project professionalism.
- Describe qualities and personal characteristics needed by health care workers.
- List health care activities which nursing assistants may or may not perform.
- Describe grooming and uniform requirements for nursing assistants.
- Describe employment opportunities and the locating of career openings.
- Describe items needed to complete an application form.
- Describe information included in a résumé.
- Describe various parts of the interview process, such as appearance, attitude, transcripts/references and follow-up letter.
- Describe the nursing code of ethics as it relates to a nursing assistant.
- Describe confidentiality.
- Describe attendance and tardiness policies, both in the program and on-the-job training.

Section B – Patient's Rights

Understand and apply knowledge of patients' rights in the health care facilities.

- Describe rights to which a resident receiving care is entitled such as respect, dignity, financial information, safety, refusal of treatment, and personal rights.
- Describe situations that result in legal problems such as abuse, defamation of character, informed consent, false imprisonment, assault, battery, libel, slander, negligence, theft, and aiding and abetting.
- Describe the prohibition of tipping for services in health care facility.

- Describe the responsibilities of the health care worker regarding wills.
- Demonstrate behavior and attitude that will protect patients' rights and comply with legal constraints.
- Describe reporting procedures and follow-through for elder abuse.
- Describe the effects of confidentiality on clients and caregivers.

SECTION C – Interpersonal Skills

Understand principles of effective communication and defense mechanisms, socio-cultural factors, and attitudes that prevent dialogue.

- Describe verbal communication and state the role of the nursing assistant in a minimum of five situations.
- Illustrate nonverbal communication such as gestures, facial expressions, posture, body language, and touch.
- Define and describe sublimation, the defense mechanism compatible with mental health.
- Define and describe excessive use of defense mechanisms indicative of impaired mental health such as denial, displacement, projection, rationalization, and repression.
- Define and describe defense mechanisms often indicative of mental illness such as isolation, repression, turning against self, and conversion reaction.
- Illustrate how stress may contribute to ineffective communication.
- Assess comprehension, hearing, and vision difficulties that impede communication.
- Describe language as a factor influencing communication.
- Identify and describe a minimum of two barriers to effective communication.
- Describe courtesies the nursing assistant should extend to staff, patients, families and visitors.
- Describe various methods of promoting patient independence.
- Describe the psychological impact of separation from family and friends.

SECTION D – Working Environment Safety

Recognize and demonstrate methods for maintaining a safe environment.

- State emergency codes used for fire, disaster, patient emergency, and intruder.
- Explain the purpose of patient identification bands.
- List safety measures that prevent falls.
- Describe the use of side rails and bed position to prevent falls.
- Explain the purpose of protective devices and safety rules.
- Describe maintaining lighting, temperature, and cleanliness to maintain patient safety.
- Identify common equipment-related accidents and methods of prevention.
- State methods of preventing burns from food, water, and treatments.
- Review the Heimlich maneuver.
- Identify methods of safeguarding personal possessions of the patient.
- State general rules for safety in a health care facility.
- Describe safety measures related to fire prevention and the use of oxygen.

- Demonstrate the use of side rails and bed position to prevent falls.
- Demonstrate the application of a soft protective device.
- Describe the recognition and reporting of negligent safety policies.

SECTION E – Body Mechanics

Understand and demonstrate the principles of body mechanics in maintaining safety in the work area.

- Define a list of body directions and state an example of each.
- Define terms used in body mechanics.
- List a minimum of six basic principles used in body mechanics.
- Describe positioning the mobile/immobile patient, including moving up in bed, dangling, and logrolling.
- Describe and describe positioning aids to maintain body alignment.
- Describe transfer techniques utilizing body mechanics and safety measures for care giver and patient.
- Describe ambulation techniques.
- Describe a minimum of three safety measures utilized for the ambulating patient.
- Identify aids used for the ambulating patient.
- Describe a minimum of four treatment and examination positions.
- State the principles of body mechanics that are utilized when positioning patients.
- Demonstrate the principles of body mechanics for immobile/mobile patient transfer, logrolling and body alignment of a patient using positioning aids, ambulating a patient using aids, and positioning.
- State reporting and documentation procedures following patient or nursing assistant incident.
- State appropriate communication strategies between nurse assistant and client during positioning and ambulating activities.

SECTION F – Medical and Surgical Asepsis

Recognize and demonstrate methods used to prevent transmission of disease.

- Describe the infectious cycle process.
- Describe the hand washing procedure.
- Identify cleansing agents used in hand washing.
- Describe the nursing care of the patient with hepatitis.
- Explain the purpose of wearing clean nonsterile gloves when in contact with body fluids.
- Describe the method of donning, removing, and disposing of nonsterile gloves.
- Describe protective apparel worn by health care workers observing standard precautions.
- Describe the disposal of medical waste and soiled linen.
- Describe procedures for donning and removing the protective apparel worn in the isolation unit.
- Compare sterilization and disinfection methods.

- Describe the handling of sterile equipment and supplies.
- List a minimum of three types of tape and precautions for each.
- State the use and precaution for slings, splints, and braces that support various body parts.
- Identify the purpose and application of antiembolic stockings (T.E.D.).
- State types of ointment that may be applied by a nursing assistant.
- Demonstrate double-bagging.
- Demonstrate the application of nonsterile dressing, tape, ace bandage, slings/supports/braces, antiembolic stockings, and ointment.

SECTION G – Weights and Measures

Understand and use measurement standards and abbreviations as used in health care facilities.

- List basic metric and household units of measurement for weight, length, and volume.
- Convert common household measurements to metric measurements.
- Identify commonly used metric and household abbreviations.
- Convert conventional time to military time.
- Describe weight and height measurements for various age groups.
- Describe various types of scales and selection for patient activity.
- List requirements for obtaining an accurate weight and height.
- Demonstrate measuring and recording intake and output.
- Demonstrate weight and height measurement using the standing scale, mechanical lift, and bed scale.
- Document height and weight measurements on the patient record.

SECTION H – Patient Care Skills

Understand and demonstrate principles of basic nursing care.

- Demonstrate oral hygiene for the conscious and unconscious patient.
- Demonstrate bathing the patient including bed, partial, shower, and medicated baths.
- Demonstrate skin care, including back massage and decubitus ulcer prevention and treatment.
- Demonstrate hair care.
- Demonstrate shaving techniques.
- Demonstrate nail care.
- Demonstrate dressing the mobile and immobile patient.
- Demonstrate care of prosthetic devices including artificial eye, eyeglasses, hearing aid, and limbs.
- State bedpan/urinal placement procedure for the bed patient.
- Describe safety measures used by the nursing assistant when assisting the patient to the bedside commode or bathroom.
- Demonstrate assisting the patient to use the bedpan, urinal, bedside commode, and bathroom.

SECTION I – Patient Care Procedures

Understand, apply, and evaluate skills necessary for basic nursing care.

- Identify and state the purpose for the open, closed, occupied, and post anesthesia hospital beds.
- Demonstrate nursing care for a patient with various types of bed equipment such as a special mattress, orthopedic devices, and comfort devices.
- Describe the purpose and the safety measures for equipment used for orthopedic patients.
- List and describe the use of a minimum of three comfort devices that can be added to the basic bed.
- List admitting information needed from the patient and family.
- State the steps of the transfer procedure within the facility.
- Describe the role of the nursing assistant in the discharge procedure.
- Demonstrate operating the equipment and furniture in a patient unit.
- List a minimum of three safety precautions used during oxygen administration.
- Describe the parts of oxygen delivery system including a pressure gauge, flow meter, and humidifier.
- Describe nursing interventions implemented when caring for a patient with an intravenous tube.
- Demonstrate nursing care for a patient with a gastrostomy tube.
- Demonstrate documentation on a patient record of intake, output, drainage, and irrigation fluid.
- Describe patient and family cooperation in recording accurate intake and output.
- Demonstrate appropriate communication strategies between nurse assistant and client during care.

SECTION J – Vital Signs

Understand basic anatomy and physiology of the cardiovascular and respiratory systems, and apply knowledge of the measurement of temperature, pulse, respiration, and blood pressure.

- List four methods used to measure body temperature.
- Describe the procedure for measuring a temperature for the oral, rectal, aural, and axillary methods using each type of thermometer.
- Describe cleaning each type of thermometer.
- Describe the purpose of pulse measurements.
- List body sites used for pulse measurements.
- State the normal pulse rate for various age groups.
- Describe the procedure for measuring the arterial pulse rate.
- Describe the purpose of measuring respiratory rate.
- State the normal adult values for respiratory rate.
- Describe the procedure for measuring respiratory rate.
- Describe the purpose of measuring blood pressure.
- Describe three types of sphygmomanometers.

- Describe parts of the stethoscope.
- State normal adult blood pressure values.
- Describe the procedure for measuring the blood pressure
- Demonstrate measuring a radial pulse and apical pulse.
- Demonstrate counting respirations.
- Demonstrate measuring blood pressure in lying, sitting, and standing positions.
- Describe the current “5th vital sign” (assessment) and method of documentation.
- Demonstrate appropriate communication strategies between nurse assistant and client during taking vital signs.

SECTION K – Nutrition

Recognize basic food requirements and methods used to meet these needs.

- Describe feeding techniques for the helpless or special needs patient.
- Describe assisting the vomiting/choking patient.
- Demonstrate preparing a patient for a meal.
- Demonstrate feeding a patient with special needs.
- Describe Heimlich maneuver as it relates to emergencies when feeding a patient.

SECTION L – Emergency Procedure

Understand and demonstrate methods utilized in emergency situations.

- Identify signs, symptoms, and first aid used for emergency situations, such as bleeding, choking, fainting, heart attack, stroke, seizure, and electric shock.
- Explain the three basic elements of cardiopulmonary resuscitation (CPR).
- Review actions utilized in the single person and two person cardiopulmonary resuscitation (CPR) procedure.
- Describe actions of nursing assistants when an emergency code is called for a patient.
- Describe actions of nursing assistants when an international hospital code is called in a health care facility.
- Demonstrate first aid for the patient in a health care facility
- Describe CPR for the geriatric patient vs. CPR for an adult or a child.

SECTION M – Long Term Care Patient

Understand the psychosocial, physical, and recreational needs of geriatric residents with various chronic disorders.

- Describe nursing care of the patient with Alzheimer's disease with regard to diet, safety, and inappropriate behavior.
- Describe assessing the level of consciousness of a patient.
- Describe mental and emotional changes in behavior that occur in the geriatric patient such as depression and disorientation.
- Describe the nursing intervention utilized for various chronic conditions of the geriatric patient.
- Describe differences between younger adults and seniors with chronic disorders.

- Describe differences between dementia and Alzheimer’s disease.
- Describe family interactions when client is on long-term care.
- Describe client’s emotional “roller-coaster” feelings when initially confined.
- Describe the nursing responsibilities with the patient’s belongings.
- Describe personal experiences with death and dying.

5. INSTRUCTIONAL STRATEGIES:

The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged:

Instructional Strategies to Incorporate CASAS Competencies and Language Skills:

Graphic Organizers, Semantic Maps, and Word Webs - This strategy appeals to both hemispheres of the brain. Create mind maps for teaching main idea and details, sequence of events, cause and effect, compare and contrast, and many other comprehension skills.

K-W-L Charts - These language charts start with the question, “What do you know about the topic?” Following this discussion, students are asked, “What do you still want to know about the topic?” Once the unit of study has been completed, the language charts are used again and students answer the third question, “What did you learn about the topic?”

Laboratory/ Hands-On Practice – Laboratory/ Hands-On practices are accepted methods to carry out activities or operations in a laboratory or classroom setting. These practices help ensure safety and they have a positive influence on the quality of the result or product.

Lecture and Discussion – The Lecture-Discussion model uses what students already know by building on their existing background. It presents information in a systematic way. And it uses teacher questioning to involve students actively in the learning process.

Metaphors, Analogies, and Similes - One of the highest level thinking strategies is the use of metaphors. When a student can find ways to compare two or more dissimilar things, they are really using their brains. For example, when teaching main idea and supporting details, I compare it to a table and legs.

Mnemonic Devices - Every content area contains acronyms and acrostics, shortened ways of helping students retain content. While these may not foster higher levels of thought, they go a long way toward increasing the amount of content students can remember.

Project-Based and Problem-Based Learning - Take 10 or 15 objectives and incorporate them into a real-life project or give them a relevant problem to solve. These objectives will be mastered so much easier if students encounter them within the context of real life.

Reciprocal Teaching and Cooperative Learning - Having students sometimes work in pairs or teams to accomplish curricular objectives is a good way to ensure that they are career and "life" ready since the ability to work together is a major workplace and community competency.

Structured Notetaking - The students draw a vertical line about two inches from the left side of the paper, log main ideas and key words to the left and details to the right of the line, and write a brief summary of the lesson at the bottom of the page. Structured notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Technology - The use of technology is another workplace competency that every student should acquire prior to graduation. It is essential since so much literacy today involves computer literacy.

Visuals - At least 50% of students who walk into any classroom today will be predominantly visual learners. Comprehension is facilitated when students have visuals (pictures, captions, bold and subheadings, charts, and graphs) to assist them.

Work Study and Apprenticeships - Work study refers to apprenticeships, internships, and externships. In other words, it is on-the-job training.

Writing and Journals – Use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Students write reflections, summaries, quick writes, take notes, observations, etc. to solidify their thinking and demonstrate their command of language.

Instructional Strategies to Incorporate SCANS Competencies:

Start each class with an agenda on the board.

- Information: organizing
- Resources: allocating time
- Interpersonal: negotiating

Put students in teams and assign teams classroom maintenance jobs.

- Interpersonal: working in teams, taking individual responsibility
- Personal Qualities: demonstrating sociability
- Systems: developing system to improve performance

Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.

- Systems: monitoring performance

Teach students how to organize their classroom materials.

- Interpersonal: teaching others
- Systems: monitoring performance

Monitor students' progress with checklists and weekly tests.

- Interpersonal: organizing and maintaining information
- Systems: monitoring/correcting performance

Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.

- Interpersonal: working in teams, negotiating
- Thinking skills: solving problems, making decisions
- Personal qualities: demonstrating sociability

Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.

- Personal qualities: taking responsibility, managing self
- Systems: understanding systems

Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.

- Technology: maintaining and troubleshooting equipment and applying technology to task

Designate student trainers, tutors or experts who can train new students and assist classmates as needed.

- Interpersonal: teaching others
- Systems: improving or designing systems

Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.

- Systems: monitoring/correcting performance
- Interpersonal: taking individual responsibility
- Personal qualities: assessing/managing self

6. INSTRUCTIONAL MATERIALS:

Instructors teach from the adopted textbooks, workbooks and printed materials. Teacher prepared, student centered materials such as downloadable worksheets, realia, visuals and supplementary texts may also be used to reinforce lessons related to course content.

- California Community Colleges Chancellor's Office (2018). *Nurse Assistant Training and Assessment Program*. Sacramento, CA: CCCCCO – Educational Services & Support
- Remmert, S. & Sorrentino, S. (2019). *Mosby's Essentials for Nursing Assistants* (6th ed.). New York, NY:Elsevier

7. RESOURCES

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>
<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

National Association of Health Care Assistants (NAHCA)

6079 County Lane #299, Cal Junction, MO 64834
 (417) 623-6049 www.nahcacna.org

National Center on Caregiving

101 Montgomery Street #2150, San Francisco, CA 94104
 (415) 434-3388 www.caregiver.org

National Network of Career Nursing Assistants

cna-network.org

National Student Nurses' Association (NSNA)

45 Main Street, #606, Brooklyn, NY 11201
 (718) 210-0705 www.nsna.org

Nursing Assistants Online

www.nursingassistants.net

8. EVALUATION:

Students study under a competency-based system and are graded as competency requirements are satisfactorily completed. Each course's competencies and grading expectations are explained in the course syllabus shared with students at the beginning of each term. Attendance and work ethics are also taken into consideration.

SECTION A – Introduction & Employability Skills

Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Patient's Rights

Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Interpersonal Skills

Pass all assignments and exams on with a minimum score of 80% or higher.

SECTION D – Working Environment Safety

Pass all assignments with a minimum score of 80% or higher.

SECTION E – Body Mechanics

Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Medical and Surgical Asepsis

Pass all assignments and exams with a minimum score of 80% or higher

SECTION G – Weights and Measures

Pass all assignments and exams with a minimum score of 80% or higher

SECTION H – Patient Care Skills

Pass all assignments and exams with a minimum score of 80% or higher

SECTION I – Patient Care Procedures

Pass all assignments and exams with a minimum score of 80% or higher

SECTION J – Vital Signs

Pass all assignments and exams with a minimum score of 80% or higher

SECTION K – Nutrition

Pass all assignments and exams with a minimum score of 80% or higher

SECTION L – Emergency Procedures

Pass all assignments and exams with a minimum score of 80% or higher

SECTION M – Long Term Care Patient

Pass all assignments and exams with a minimum score of 80% or higher

9. REPETITION OF COURSE:

This course cannot be repeated once a student receives a Certificate of Completion.

10. STATEMENT OF CIVIL RIGHTS:

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.