

Syllabus for H0-110-E2925-2026X: Basic Patient Care

Course Information

Semester & Year: Summer 2026

Course ID and Section number: HO-110-E2925: Basic Patient Care

Course units: 6 credits lecture/lab

Instructors: Mernie Barker, Natalie Yialelis McNitt

Lecture Start Date & Times: 05/18/2025-06/08/2025 Monday-Thursday 0800-1530

Clinical Start Date & Times: 06/9/2025-07/03/2025 Monday-Thursday 0800-1530

Location: Eureka College of the Redwoods Campus: AT126

Textbooks:

- Lippincott Textbook for Nursing Assistants: A Humanistic Approach to Caregiving 6th ed.
Author: Pamela J. Carter
ISBN: 978-1-975198-90-9
- Lippincott Workbook for Nursing Assistants: A Humanistic Approach to Caregiving 6th ed.
Author: Pamela J. Carter
ISBN: 978-1-975203-34-4

Required Supplies/Costs:

- Pacific Blue Scrub Tops & Bottoms 1-2 pairs (no joggers) (Uniform Distributor, Leap Apparel, will Zoom the class together during orientation for Scrub orders)
- Stethoscope
- Black Shoes-solid color (no white soles)
- Clip Board (optional)- they have foldable clipboards that are more compact and protect patient information more than the traditional option. [Foldable Clipboard Example](#)
- Pen & Notepad for Scrub Pockets
- Additional Fees: Live Scan, Physical, Vaccinations, 2-Step TB testing

Instructor Contact Information

Office location: Zoom or in-person (on campus TBD)

Office hours: By appointment

Mernie Barker, RN (Theory and Clinical Instructor)

Email address: Mary-barker@redwoods.edu

Natalie Yialelis McNitt, MA Edu, BSN, RN (Theory Instructor)

Email address: natalie-yialelis@redwoods.edu

Heather Payne, DNP, RN (Clinical Instructor)

Email address: heather-payne@redwoods.edu

Suzane Gonzaga (Clinical Instructor)

Email address: suzane-gonzaga@redwoods.edu

Jessica Howard, DNP, MSN, BSN, RN (Clinical Instructor)

Email address: Jessica-Howard@redwoods.edu

Communication notes: Please reach out to your instructors first through the Canvas In-box for general questions or the Pronto App.

Catalog Description

This course takes a humanistic approach to providing safe, effective, and efficient direct patient care, emphasizing the role of the nurse assistant as a member of the health care team. The components of the course are as required by the Department of Health and Human Services regulations and include asepsis, infection control, and assisting the nurse to provide holistic care to the client(s). Upon completion of the course, if all other external requirements are met, the student will be eligible to take the California nurse assistant certification exam.

Note:

1. Physical exam clearance, including required immunizations and evidence of no communicable disease completed on the approved CR forms (to be provided during orientation).
2. Must attend course orientation and complete all required admission paperwork.
3. LiveScan: Background check required (form to be provided during orientation)
4. Drug screening may be required by clinical sites.

Course Student Learning Outcomes

1. Demonstrate proficiency in essential nurse assistant skills required for safe and effective patient care in clinical settings.
2. Effectively communicate the roles, responsibilities, and professional standards of nurse assistants within the healthcare team.
3. Recognize and respond appropriately to patient's holistic care needs, including physical, emotional, and psychosocial aspects.
4. Prepare for nurse assistant certification by mastering knowledge and skills aligned with California Department of Public Health Requirements.

Prerequisites/corequisites/ recommended preparation

Not applicable.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

[CR Online Learning Support](#)

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

[Library Articles & Databases](#)

Find the best library databases for your research.

[Online Tutoring Resources](#)

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care.](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

Counseling

[Counseling and Advising](#) can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus

- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

[Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. [Submit a request for services and information](#).

Basic Needs Center contact info

- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

[Introduction - Library Services for Students - LibGuides at College of the Redwoods](#) promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

Student Tech Help

Technical [Support](#) provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

[EOPS/CARE](#) (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

Veterans Resource Center

The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWorks](#)) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Knowledge checks, examinations, and other assignments allow both student and faculty to evaluate learning and assist students in preparing for CNA exam. Knowledge checks (formative evaluation) cover a relatively small amount of material and are not cumulative. The midterm (summative evaluation) assesses a student's knowledge of the first half of the term. The final exam (summative evaluation) assesses the student's knowledge of the second half of the term.

Course Assignments and Grading

To demonstrate mastery of course objectives, students will accomplish a variety of assignments.

Assignments	<u>% Of Course Grade</u>
Knowledge Check (3)	25%
Midterm Exam	25%
Final Exam	25%
Assignments (Syllabus Acknowledgement, Abuse Certificate, Worksheets, Resume)	15%
Mind Map	10%
Clinical (including weekly clinical journals and documentation forms)	Pass/Fail
Nursing Assistant Certification Individual Student Record	Pass/Fail
Nursing Assistant Training Program Skills Check List	Pass/Fail

Theory Make-Up Assignment

For students who missed a theory class:

1. Identify the Module and specific topics you missed from the Nurse Assistant Certification Training Program Individual Student Record (CDPH 276C form); review with your instructor to confirm missed topics.
2. For each missed topic within the Module, write a 250-word summary.
3. Your summary should demonstrate understanding of the key concepts covered in that topic.
4. If you missed an entire Module, complete summaries for all topics within that Module.
5. If you missed only specific topics, complete summaries for just those topics.
6. Type your summaries in a document and upload it in the Theory Make-up Assignment Module.

Example: If you missed Day 1 covering Module 1: Introduction, write 250 words each on:

- A: Roles and responsibilities of a Certified Nurse Assistant
- B: Title 22, Division 5, California Code of Regulations overview
- C: Requirements for Nurse Assistant Certification
- D: Professionalism
- E: Ethics and Confidentiality

If you only missed topics A and B, only write summaries for those two topics

Before completing this make-up assignment:

1. Contact your instructor to review the specific requirements for your absence.
2. Discuss the topics you missed and confirm which ones need to be made up.
3. Obtain your instructor's approval to proceed with the make-up work. Approval is provided on a case by case basis.

Only after receiving instructor approval should you begin the assignment as described above. Failure to get prior approval may result in your make-up work not being accepted.

Important Note:

The California Department of Public Health (CDPH) mandates specific theory hour requirements for CNA certification. Failure to complete all required theory hours may prevent you from progressing to clinical training. It is crucial to make up any missed content promptly to meet these requirements and stay on track with your program.

Students' scores for all assignments in this course will be posted on CANVAS.

Academic Support:

If you are having difficulty with course content or assignments due dates, please make an appointment with your instructor IMMEDIATELY to discuss your situation and explore strategies for course success.

Testing Guidelines:

The tests will be administered through Canvas to be completed at home. To preserve the integrity of testing materials faculty, retain all hard copies of the exams. Should a student wish to review their tests they can make an appointment with the instructor to do this. During the review students are not allowed to write down key concepts or answers. No photos or tape recordings of the discussion in class/meeting regarding the test(s) are allowed. There will be no make-up knowledge checks. Permission for an alternate arrangement for midterm and final examinations may be possible only in extreme circumstances deemed so by the Course Faculty and Department Director.

Skills Lab Referral (SLR). Please see specific instructions and SLR form in the Health Occupations Nursing Programs Handbook.

Statement of Concern (SOC). Please see specific instructions and SOC form in the Health Occupations Handbook.

Faculty-Student Conference. Please see specific instructions and forms in the Health Occupations Handbook.

Academic Standards and Policies:

Students are expected to follow the program policies as discussed in the Health Occupations Nursing Programs Handbook 2024-2025. Please review the following policies carefully.

- Ethics
- Attendance (class, skills lab, clinical)
- Academic Honesty and Integrity

Summer 2026 Dates

Date	To Remember
May 18	Classes begin
TBD	Last Day to Drop & Receive a Refund
TBD	Last Day to Drop w/out a "W"
May 25	Memorial Day (All Campus Holiday)
June 18th	Juneteenth All-college Holiday (All Campuses Closed)
TBD	Last Day for Student/Faculty Withdrawal
TBD	Last Day to File P/NP Option
July 2nd	Independence Day Observed (All Campus Holiday)
July	Classes End

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the

educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas and general tech help, visit [Canvas Support Home](#)
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: [Canvas Student Orientation Course](#)

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions and Records](#). Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the [Student Information Update form-2022.pdf](#).

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or campus-safety@redwoods.edu if you have any questions. For more information visit [Campus Safety](#). Please review the [EurekaEmergencyMap_S24.pdf](#) for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit [Campus Safety](#).

Theory: 60 hours total (state minimum required 60 hrs)

Skills: 18.5 hours Skills Lab time

Theory Skills: 13.5 hours

Clinical on-site hours: 110.5 hours total (state minimum clinical hours required 100)

Day 1 and Day 2 theory required prior to attending clinical site.

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/Res
1 Mernie Barker (8 hrs Theory)	Monday, May 18th	Module 1: Introduction, (2h) (A)(B)(C)(D)(E) Module 2: Patient's Rights (3h) (A)(B)(C) - 2H (D) - 1H Interpersonal Skills (2h) (A)(B)(C)(D)(E) Module 4: Prevention & Management of Catastrophe & Unusual Occurrences (1h) (A)(B)(C)(D)(E)	Role of CNA, Title 22, Health and Safety Codes, Healthcare Team, Legal & Ethical Standards, Communication, Family interactions Patient in Distress	Worksheets: Chapter 1- Health Care System Chapter 4- Legal and Ethical Issues	N/A	Ch. 1-5 Review M Map Proj June 2 Review R Assignme in Jun

<p>1 Mernie Barker (8hr Theory)</p>	<p>Tuesday, May 19th</p>	<p>Module 5: Body Mechanics (2 h) (A)(B)(C)(D)</p> <p>Module 6: Medical & Surgical Asepsis (2h) (A)(B)(C)</p> <p>Emergency Procedures (2 hrs) (A)(B)(C)</p> <p>Rehabilitative Nursing (2h) (A)(B)(C)(D)(E)(F)(G)</p>	<p>Infection Control, Universal Precautions, Body Mechanics, Workplace Safety, Assistive Devices, ADLs, Ambulation, Range of Motion, Bed Positioning Techniques, Abdominal Thrusts, Fire drill-RACE,</p>	<p>Week 1 - Knowledge check</p> <p>Worksheets:</p> <p>Chapter 10- Communicable Disease</p> <p>Chapter 12- Infection Control Measures</p>	<p>N/A</p>	<p>Ch. 10-13, 39, 4</p>
--	---	---	--	---	-------------------	---

HO-110 Basic Patient Care- Course Schedule

Week/Instructor	Class Day	Concepts	Exemplars	Assignments/Work sheets	Clinical/Skills Lab	Reading
<p style="text-align: center;">1 Natalie Yialelis (3 hrs theory, 5 hrs skills)</p>	<p style="text-align: center;">Wednesday May 20th</p>	<p>Theory: (3H)</p> <p>Module 10: (3h) (A)(B)(C)(D)(E)(F)(G)(H)</p>	<p>Blood pressure, Temperature, Pulse, Respirations, Oxygen Saturation, Metric System, weight, length, and liquid volume, Military time</p>	<p style="text-align: center;">Chapter 20- Vital Signs, Height, and Weight</p>	<p>Lab Skills Practice: (5H)</p> <p>Hand washing, proper linen handling, gloving, gowning, application of masks, double bagging. (1.5h)</p> <p>Demonstrate fire-disaster procedures, safe handling of oxygen, proper use of fire extinguisher, demonstrate heimlich maneuver on conscious and unconscious resident. (1.5h)</p> <p>Transferring/positioning (use of lift sheet, and moving a resident while in bed. (2h)</p>	<p style="text-align: center;">Ch. 5,</p>

<p>1 Natalie Yialelis (1hr Theory, 7 hrs Skills)</p>	<p>Thursday, May 21st</p>	<p>Module 7 Weights & Measures (1h)</p>	<p>Bathing and medicinal baths, Dressing, W/C and bed transfers, Feeding Techniques</p>	<p>Week 1 Weekly Knowledge Check Worksheets: Chapter 22- Cleanliness and Hygiene</p>	<p>Lab Skills Practice: Demonstrates proper use of vital sign equipment. Practice measurements of blood pressure, temperature, pulse, respirations, oxygen saturation. (3h) Practicing feeding assistance, Assisting resident from chair, chair to bed, use of gait belt. (2h) Skills Demonstration: Practice demonstration of documenting Weights & Measurements, vital signs, off of class scenarios provided (2h)</p>	<p>Ch. 15</p>
---	--	---	---	---	--	---------------

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/References
<p>All Campus Holiday</p>	<p>Monday, May 25th</p>					

2 Mernie Barker (8 hrs Theory)	Tuesday, May 26 th	Module 8: Patient Care Skills: (8h) (A)(B)(C)(D) (E)	Personal Hygiene: Oral Hygiene, Hair care, nail care, shaving, Prosthetic devices, Skin Integrity, Debutitus Ulcers, Elimination needs	Worksheets: Chapter 29- The Integumenta ry System (in-class activity in small groups)	N/A	Ch. 20,24,25 36, 37
2 Natalie Yialelis (8 hrs theory)	Wednesda y, May 27 th	(8) Patient Care Skills (F)(G)(H)(I) (6h) (11) Nutrition & Hydration (2h) (A)(B)(C)	Bowel and Bladder training, Weighing and measuring Dementia & Alzheimer's Care,	Worksheets Chapter 25- Assisting with urinary and bowel elimination Chapter 9- Caring for People with Dementia	N/A	Ch. 6-9, 26 40-42
2 Natalie Yialelis (7 hrs theory, 1 hr skills)	Thursday, May 28 th	Module 13: Long Term Care Patient (3h) (A1)(A2)(B)(C)(D)(E)(F) Module 16: Death & Dying (2h) (A)(B)(C)(D) (E)(F)	Developmental and mental disorders, Introduction to Anatomy and Physiology, Physical & Behavioral needs, community resources, Psychological/Social/rec reational needs, Common disease and disorders with s/s Stages of Grief, Dying patient Rights, Post Mortem Care, Hospice	Worksheets: Chapter 8- Long-Term Care Resident	Skills Practice & Discussion: Patient Scenario Implementation of Physical & Behavioral needs & Changes. (1h)	Ch. 4, 5, 11 45,

HO-110 Basic Patient Care- Course Schedule

Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/References
3 Mernie Baker (4 hrs theory, 4 hrs skills)	Monday, June 1st	Module 15: Observation & Charting (4h) (A)(B)(C)(D) (E)(F)	Medical Terminology, Patient Care Plan, Legal Issues of Charting, Nurse Assistant Care Record Resident Abuse: recognizing	Worksheets Chapter 5- Communication Skills (small group in-class) Appendix A- Introduction to Language in HealthCare Chapter 36- The Digestive System Week 2 Weekly Knowledge Check	Case Study: Death & Dying Collaboration and discussion with peers on presented case study. (1h) Present Group Case study findings in-front of the class. (1h) Research Community Resources Group Project. (1h) Present Community Resources to the class with assigned group. (1h)	Ch. 19, 22 Appendix
3 Mernie Barker (6 hrs Theory, 2 hr Skills)	Tuesday, June 2 nd	Module 17: Abuse (6 h) (A)	Resident Abuse: recognizing, preventing, reporting Urine/Stool/Sputum specimen collection, Oxygen, IV, Gastric tubing Care & Safety, Intake & Output	Worksheets: Case Study: Abuse Certification Course) Abuse (2h)	Proper management of The dying patient, post mortem care. (1h) Case Study: Emotional & Spiritual Needs of the patient & Family of a dying patient Group project. (30 min) Presentation of Case Study: Emotional & Spiritual Needs of the patient and family of a dying patient. (30 min)	Ch 25, 31,37

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/Reses
3 Natalie Yialelis (8 hr skills)	Wednesday, June 3 rd	N/A	Bedmaking, Enemas & Laxative Suppositories, Admission/Transfer/Discharge, Bandages and Ointments	<p>Week 5 Knowledge Check</p> <p>Workbook:</p> <p>Workplace Safety: Ch. 13</p> <p>Positioning, Lifting, & Transferring Ch. 15</p>	<p>Students: create a case study pertaining to abuse of a patient. Each group will exchange their made up case study. They will evaluate the situation, discuss and present all findings to the class, along with the proper reporting process and agency (2h)</p> <p>Students: Create a weekly meal menu that is healthy and accommodates to the elderly population. The meal needs to be appetizing and diabetic and cardiac friendly. They will then present their meal plan to the class (3h)</p> <p>Skills: Practice Bed making, Feeding, Obtaining I&O, samples. vital signs. (3h)</p>	Ch 19, Ch 2 Ch 15, Ch 13 199, Ch 31 597, ch 15, 227-238

3 Natalie Yialelis (8h Theory)	Thursday, June 4 th	Module 9: Patient Care Procedures (7h) (A)(B)(C)(D) (E)(F)(G) Videos of these Skills: (1h)	Mind Map	Week 3 Clinical Journal	N/A	Ch. 35, Ch 2
--------------------------------------	-----------------------------------	---	----------	-------------------------------	-----	--------------

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/Reso s
4 Mernie Baker (4hrs Theory 4hrs Skills)	Monday, June 8 th	Mind Map Activity: Putting all the Concepts together (2.5h) Mind Map presentation s (1.5h)	Review all skills	Midterm Mind Map Assignment & presentation	Practice all skills taught in theory that students want to have extra time developing their skills. (4h)	N/A

4	Tuesday, June 9 th CLINICAL DAY 1	Cumulative Review CCSN: Clinical Orientation Tour the Facility (1h) Module 2 Patient Rights (1h) Module 6 Medical Surgical Asepsis (6h)	Mind Map CCSN: Clinical Orientation	Chapter 3- Professionalis m and Job- Seeking Skills	Hand Washing Handling linen Standard Precautions Dispose of Trash/Double Bagging	Ch. 35
4	Wednesday June 10 th CLINICAL DAY 2	Module 6 Medical Surgical Asepsis (2h) Body mechanics (4h) All previous skills (2h)	Clinical Journal and Documentation Expectations Knock on door before entering Privacy Curtains Pertinent Confidential Pt info. Treat pt with dignity and respect Patient Autonomy Explain Procedures Demonstration of Emergency Procedures/Catastrophies Handling of linen Standard Precautions Dispose Trash/Double Bagging Standard Precautions	Week 4 Clinical Journal	Prevention and management of catastrophes. Gait belt use Turn/Positioning Transferring bed/chair Mechanical lifts Emergency Procedures	
4	Thursday June 11 ^h CLINICAL DAY 3	(6) Medical & Surgical Asepsis (4 hr) (5) Body Mechanics (4.5 hr)	Hand Washing Handling linen Standard Precautions Dispose of Trash/Double Bagging Gait belt use Turn/Positioning Transferring bed/chair Mechanical lifts		Temperature, blood pressure, pulse, resp, radial and apical. Report on nurse charges Document vital signs.	

5	Monday, June 15th CLINICAL DAY 4	(8) Basic Patient Care Skills (8.5 hrs)	Nail Care Hair Care Oral Care Mouth Care of Unconscious Pt Denture Care Dressing/Undressing pt Urinal Bedpan Showering		Make up Skills	Ch. 18
---	--	--	---	--	-----------------------	---------------

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/Reses
5	Tuesday, June 16 th CLINICAL DAY 5	Observation/ charting (2h) Nutrition/As sist patient (6h)			Feed patients Assist with feeding, verify meal trays, Assistive devices.	Ch. 33
5	Wednesday June 17 th CLINICAL DAY 6	Module: 7 Weights & Measures (1h) Module 8: Patient care skills (7h)			Bed bath, Shower, back rub, oral hygiene, denture care.	Ch. 34
5	Thursday, June 18 th Campus Closed: Holiday (clinicals still in session) CLINICAL DAY 7	Module 8 Patient skills (8h)		End of Week Clinical Journal	Nail care, hair, shampoo a bedridden resident, use of medicinal shampoo.	Ch. 14
6	Monday, June 22 CLINICAL DAY 8	(8) Patient care skills (8 h)			Shave a patient Dress and undress Patient Change clothes with IV	
6	Tuesday, June 23 th CLINICAL DAY 9	Module 8 Patient Care Skills			Assist with Urinal, bed pan, bedside commode. Bladder/bowel retraining Perineal Care	

6	Wednesday June 24rd CLINICAL DAY 10	Module (8) Patient Care Skills	Care of Pts with Tubing: Oxygen, IV, Gastronomy, NG, Urinary Catheters TED Hose Admissions Multiple Patients		Artificial Limbs Splints Apply and remove Hearing Aids.	Ch. 39
---	---	---	---	--	--	---------------

HO-110 Basic Patient Care- Course Schedule						
Week/Instructor	Class Day	Concepts	Exemplars	Assignments	Clinical/Skills Lab	Reading/Reser
6	Thursday June 25 th CLINICAL DAY 11	(9) Residential Care Procedures (4 hrs) (13) Dementia related communication (4.5 hrs)	Non-sterile drsg Topicals Non-prescription ointments Transfer/Discharges Identify name/purpose Eye contact @ pt level Verbal and Non physical Techniques- redirection for combative pts New skills- Multiple patients	Resume Due this week Week 6 Clinical Journal & Documentation Sheet	Measure height & Weight Measure person in bed Collect & identify specimens (clean catch) Make occupied and unoccupied bed	
7	Monday, June 29 th CLINICAL DAY 12	(10) Measure & Record V/S (6 hrs) (11) Nutrition (2.5hrs)	Measure and Record all V/S Feed patients – complete assist in rooms and during TAD		Cleansing Enema Laxative-Suppository Care for patients with tubing Empty Urinal	
7	Tuesday, June 30 th CLINICAL DAY 13	(11) Nutrition (4 hrs) Emergency Procedures (1.5 hr) (14) Rehab/Resorative Cares (3hrs)	Assist pt who can feed themselves Verify correct diet tray Use of Assistive devices- utensils, cups etc Postural Supports-safety Soft restraints Heimlich-conscious/unconscious Call Lights Active/Passive ROM Ambulate with Gait belt/walker		Ted hose Admit and Discharge patient Apply nonsterile dressing Apply topical ointment	
7	Wednesday July1 CLINICAL DAY 14	(14) Rehab/Restorative Cares (3 hr) (15) Observation & Charting (5.5 hrs)	Ambulation with Cane Rehab devices (PT/OT room) Reporting to Charge Nurse Documenting V/S & ADLS, behaviors Resident Care planning New skills with multiple pts		ROM Assist with ambulation Use of rehabilitative devices. Communication with dementia patients- Verbal and Non-verbal Redirect combative patients	

7	Thursday, July 2nd Campus Closed: Holiday (clinical still in session) CLINICAL DAY 15	MAKE UP (8h) All Skills		Week 7 Clinical Journal & Documentatio n Sheet Upload FORMS Final Due	All Skills	
8	Monday, July 3rd CLINICAL DAY 16	Make Up (8h) All Skills		Upload FORMS Upload Signed Check off list that all forms are completed. Make sure it is signed by instructors Final Due	All Skills	

Disclaimer: This schedule may be subject to changes. Students will be notified in advance if any changes are necessary