Health Care Assistant
Mississippi Curriculum Framework

Program CIP: 51.3902 Nurse/Nursing Assistant/Aide and Client Care Assistant

2018

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The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

Contents

ADOPTION OF NATIONAL CERTIFICATION STANDARDS

The National Council of State Board of Nursing NNAAP consists of two components: a written or oral portion and a skills demonstration portion. The oral portion is offered in English and Spanish. Each candidate must successfully complete both components of the exam before a state can add their name to the state nurse aide registry. The state registry is used to assure employers that the potential hire has met the federal and state requirements for employment.

Standards Based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline https://www.ncsbn.org/nnaap-exam.htm

The National Certified Phlebotomy Technician (NCPT) examination is administered by the National Center for Competency Testing (NCCT), a credentialing organization founded in 1989. The examination is periodically updated based on the results of job analysis surveys to ensure that the material tested matches the skills and knowledge phlebotomy technicians (PTs) use in the real world. In these surveys, more than a thousand PTs rate the significance of various job tasks, and a committee designs the test plan for the examination based on these survey results.

INDUSTRY JOB PROJECTION DATA

The Health Care Assistant occupation requires an education level of short-term on-the-job training or work experience in a related field. A summary of occupational data from the State Workforce Investment Board Data Center is displayed below: www.mdes.gov/ms.gov/information-center/labor-market-information/occupational-projections/

Table 1: Education Level

Program Occupations	Education Level
Healthcare Support Occupations	Short Term On the Job Training
Health Care Practitioners and Technical Workers, All Other	Short Term On the Job Training
Nursing, Psychiatric, and Home Health Aides	Short Term On the Job Training
Nursing Assistants	Short Term On the Job Training

Table 2: Occupational Overview

	State
2017 Occupational Jobs	17,400

Table 3: Occupational Breakdown

Description	2014 Jobs	2024 Jobs	Annual Openings
Healthcare Support Occupations	35,420	38,910	1,170
Health Care Practitioners and Technical Workers, All Other	140	150	5
Nursing, Psychiatric, and Home Health Aides	3,670	3,800	900
Nursing Assistants	13,980	15,230	440

ARTICULATION

Articulation credit from Health Care Assistant will be awarded upon implementation of this curriculum by the college. The courses to be articulated are Health Information Technology (CIP 51.0707), Medical Assistant Technology (CIP 51.0801), Health Care Assistant (CIP 51.3902), Surgical Technology (CIP 51.0909).

Articulated Secondary Course	Postsecondary Program	Articulated Postsecondary Course
Healthcare and Clinical Services (CIP 51.000)	Health Information Technology (CIP 51.0707)	HIT 1213 Medical Terminology
	Medical Assistant Technology (CIP 51.0801)	MET 1113 Medical Terminology
	Health Care Assistant (CIP 51.3902)	HCA 1214 Body Structure
	Surgical Technology (CIP 51.0909)	BOT 1613 Medical Office Terminology I

TECHNICAL SKILLS ASSESSMENT

Colleges should report the following for students who complete the program with a career certificate, technical certificate, or an Associate of Applied Science Degrees for technical skills attainment. To use the approved Alternate Assessment for the following programs of study, colleges should provide a Letter of Notification to the Director of Career Technical Education at the MS Community College Board. Please see the following link for further instructions: http://www.mccb.edu/wkfEdu/CTDefault.aspx.

CIP Code	Program of Study	
51.0707	Health Care Assistant	
Level	**Standard Assessment**	**Alternate Assessment**
Career	NNAAP® Nurse Aide Exam **and/or** NCPT Phlebotomy Technician (NCPT) Certification	
Level	**Standard Assessment**	**Alternate Assessment**
Technical/AAS		

ONLINE AND BLENDED LEARNING OPPORTUNITIES

Course content includes lecture and laboratory semester credit hours. Faculty members are encouraged to present lecture related content to students in an online or blended learning environment. Training related to online and blended learning will be available to faculty members through the MS Community College Board.

INSTRUCTIONAL STRATEGIES

Instructional strategies for faculty members implementing the curriculum can be found through the Office of Curriculum and Instruction's professional development.

ASSESSMENT STRATEGIES

The Mississippi Community College Board, Office of Curriculum and Instruction (e.g. Training and Professional Development department) offers assessment strategies to faculty members implementing the curriculum. Additionally, standards were included in course content when appropriate.

RESEARCH ABSTRACT

In the spring of 2018, the Office of Curriculum and Instruction (OCI) met with the different industry members who made up the advisory committees for the Healthcare Assistant program. An industry questionnaire was used to gather feedback concerning the trends and needs, both current and future, of their field. Program faculty, administrators, and industry members were consulted regarding industry workforce needs and trends.

Industry advisory team members from the college involved with this program were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program management, written and oral communication skill, basic math skills. Occupation-specific skills stated include Basic Patient care (bathing, dressing, assisting patients, shave, oral care, safe transfers), employable presentation (resume, attire for interview) time management, be able to take vital signs, Electrocardiogram Technician, and Phlebotomy.

REVISION HISTORY:

2010 Research and Curriculum Unit, Mississippi State University
2018 Mississippi Community College Board

PROGRAM DESCRIPTION

The Health-Care Assistant Program prepares the individual to assist in providing health care as a member of the health-care team under the direction of a health-care professional. This curriculum references standards based on the State of Mississippi Nurse Aide Candidate Handbook Exam Content Outline.

Graduates of the one-semester program will be awarded the Certificate of Health-Care Assistant. Students who complete the program may qualify for employment as Homemakers, Nurse Assistants, Long-Term Care Aides, or Home Health Aides in the Mississippi health-care industry.

SUGGESTED COURSE SEQUENCE

Required Courses

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab	Clinical		Lecture	Lab	Certification Name
HCA 1116	Basic Health –Care Assisting	6	2	6	3	165	30(2)	30(1)	NNAAP Nurse Aide **AND/OR** NCPT Phlebotomy
HCA 1124	Special Care Procedures	4	2	4	3	135	30 (2)	60 (2)	
HCA 1214	Body Structure and Function	4	3	2	0	75	45	30	
HCA 1312 **OR** HCA 1132	Home Health Aide and Homemaker Services **OR** Phlebotomy	2	1	2	0	45	15	30	
	TOTAL	**16**							

*College may choose to offer HCA 1312 or HCA ***2 Phlebotomy. Colleges choosing to offer Phlebotomy should also recommend students take the NCPT Phlebotomy exam.

Electives

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Contact Hour Breakdown		Certification Information
			Lecture	Lab	Clinical		Lecture	Lab	Certification Name
HCA 1312	Home Health Aide and Homemaker Services	2	1	2		45			
HCA 1132 Phlebotomy	Phlebotomy	2							

HEALTH CARE ASSISTANT COURSES

Course Number and Name: HCA 1116   **Basic Health-Care Assisting**

Description: This course includes orientation to program policies; developing employability and job-seeking skills; applying legal aspects of health care; applying safety considerations; communication and observation skills; medical terminology; and basic health care procedures. The ";" now match use on page 15.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Clinical	Contact Hours
6	2	6	3	165

Prerequisite: Instructor approved

Student Learning Outcomes:
1. Develop employability skills.
    a. Describe purposes of health-care facilities.
    b. Discuss responsibilities of health-care team members.
    c. Interpret role limitations of the health-care assistant.
    d. Utilize interpersonal communication skills.
    e. Utilize coping skills.
2. Demonstrate job-seeking skills.
    a. Prepare a cover letter and resume.
    b. Practice completing a job application form.
    c. Demonstrate the role of an applicant in a job interview.
    d. Prepare a resignation letter.
3. Explain professional ethics and legal responsibility.
    a. Explain professional ethics and legal responsibility.
    b. Discuss negligence, malpractice, abuse, sexual harassment, and neglect.
    c. Discuss the Code of Ethics.
    d. Discuss confidentiality, including HIPAA requirements.
    e. Identify protective services as related to clients.
    f. Identify clients' rights in all health-care settings.
    g. Discuss legal guidelines for use of client restraints.
4. Use communication and observation skills in health care.
    a. Utilize effective communication skills.
    b. Describe communication techniques with special needs clients.
    c. Explain the importance of responding to a client's request for assistance in a timely manner.
    d. Assist client with reality orientation support.
    e. Recognize, report, and record pertinent client observations.
5. Recognize and use medical terminology.
    a. Demonstrate the use of medical references to spell medical terms correctly.
    b. Identify common abbreviations and their meanings.
    c. Define prefixes, suffixes, and word roots of selected medical terms.
    d. Translate medical terms and abbreviations into common language.
6. Recognize safety precautions and procedures.
    a. Identify personal safety precautions.

b. Describe accident prevention guidelines.

c. Identify, report, and eliminate hazards.

d. Discuss and follow OSHA regulations.

e. Identify and report product and equipment defects.

f. Discuss oxygen safety.

g. Discuss client safety in electrical and fire emergencies.

h. Identify safety guidelines for client restraints.

7. Perform infection control measures.

a. Utilize principles of medical asepsis and infection control.

b. Adhere to standard precautions.

c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HAV, HBV, and TB.

d. Demonstrate proper hand-hygiene technique.

e. Demonstrate donning and removing disposable gloves and gown.

f. Discuss and perform procedures to clean equipment and washable supplies.

g. Discuss and classify isolation precautions.

h. Dispose of contaminated material according to approved policy.

i. Assist with education of the client and family in medical aseptic techniques.

8. Maintain the client unit.

a. Demonstrate bed-making skills to include unoccupied, occupied, and surgical.

b. Demonstrate hospital bed positions.

c. Discuss specialty beds and/or equipment.

d. Maintain a clean and aesthetic environment.

e. Maintain client supplies and equipment.

9. Assist with lifting, moving, and transporting clients.

a. Utilize principles of proper body mechanics.

b. Transfer the client to and from a bed and chair.

c. Position the client in a bed and chair.

d. Turn and reposition the client in bed.

e. Assist the client in ambulation.

f. Assist with transfer of the client using special devices.

g. Transport the client by stretcher, wheelchair, and bed.

h. Assist with education of the client in proper use of assistive devices.

10. Assist with personal care skills.

a. Provide client privacy.

b. Assist with dressing/undressing the client.

c. Assist with nail care.

d. Provide foot care.

e. Shampoo the client's hair.

f. Provide hair care.

g. Shave the client.

h. Bathe the client.

i. Perform oral hygiene.

j. Assist with care of hearing aids.

k. Discuss prosthetic care.

l. Provide perineal care.

    m. Provide skin care.

    n. Demonstrate a back rub.

    o. Record and report pertinent observations.

    p. Apply elastic stockings.

    q. Assist the client in performing active/passive range of motion exercises.

    r. Assist the client with deep breathing exercises.

11. Admit, transfer, and discharge clients.

    a. Admission procedures.

    b. Measure and record client's weight and height.

    c. Take and record vital signs

    d. Collect specimens.

    e. Complete admission documentation.

    f. Assist with transferring the client.

    g. Assist with discharging the client.

12. Assist the client in meeting hydration and nutritional needs.

    a. Assist, at the level of need, the client who can feed self.

    b. Set up a meal tray for the client with visual difficulty.

    c. Assist the client in using specialized eating or drinking dinnerware.

    d. Measure and record intake and output.

    e. Calculate and record the percentage of dietary intake.

    f. Assist with hydration needs of the client.

    g. Report significant observations to the supervisor.

13. Assist with elimination needs of clients.

    a. Demonstrate assisting the client with bedpan and urinal.

    b. Assist the client to bathroom/bedside commode.

    d. Care for the incontinent client .

    e. Discuss and demonstrate indwelling urinary catheter care and drainage system.

National Nurse Aide Assessment Program (NNAAP)

Physical Care Skills

    A.   Activities of Daily Living

        1.Hygiene

        2. Dressing and Grooming

        3. Nutrition and Hydration

        4. Elimination

        5. Rest/Sleep/Comfort

    B.   Basic Nursing Skills

        1.Infection Control

        2. Safety/Emergency

        3. Therapeutic and Technical Procedures

        4. Data Collection and Reporting

    C.   Restorative Skills

        1.Prevention

        2. Self Care/Independence

III Role of the Nurse Aide

    A.   Communication

    B.   Client Rights

    C.   Legal and Ethical Behavior

    D.   Member or the Healthcare Team

Course Number and Name: HCA 1124   Special Care Procedures

Description: This course includes specialized procedures for assisting with diagnostic procedures; assisting with treatments; assisting with elimination needs of clients; assisting in meeting hydration and nutritional needs of the client; basic emergency procedures to include CPR/first aid; and basic knowledge and skills required to care for the long-term-care resident. Safety is emphasized throughout each procedure.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Clinical	Contact Hours
4	2	4	3	135

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Assist with diagnostic procedures for clients.
    a. Discuss the procedure for collecting stool specimens.
    b. Discuss the procedure for testing stool specimen for blood.
    c. Discuss procedures for collecting various types of urine specimens.
    d. Discuss common urine tests.
    e. Discuss the procedure for straining urine.
    f. Discuss procedures for collecting sputum specimens.
    g. Collect specimens

2. Assist with treatments for clients.
    a. Discuss procedures for preparing the client for an exam and assisting with the exam.
    b. Demonstrate application of comfort/protective devices.
    c. Discuss procedures for caring for the client receiving oxygen therapy.
    d. Demonstrate heat and cold applications.
    e. Assist with applying and caring for the client in passive body restraints.
    h. Assist the client with deep breathing and coughing exercises.
    i. Assist with caring for the client with drainage tubes.
    j. Discuss care for the client with hip surgery.
    k. Discuss assisting the client with a sitz bath.
    l. Assist with a whirlpool bath.
    m. Discuss care of the client in traction devices.
    n. Discuss cast care for the client.

3. Perform basic emergency procedures.
    a. Obtain a professional health-care provider CPR card.
    b. Identify emergency/potentially hazardous situations.
    c. Demonstrate the Heimlich maneuver.
    d. Discuss action to control bleeding.
    e. Discuss assistance to the burn victim.
    f. Discuss assistance to the client with stroke.
    g. Discuss assistance to the unconscious client.
    h. Discuss assistance to the client in shock.
    i. Discuss assistance to the convulsive client.
    j. Discuss assistance to the client in confused state or emotional crisis.

  k. Discuss assistance to the client who has fallen.

  l. Discuss emergency evacuation procedures.

4. Discuss long-term-care aide activities.

  a. Identify the federal requirements for nursing assistants working in a long-term-care facility.

  b. Describe the role of the long-term-care aide as a member of the health-care team.

  c. Assist in resident assessment.

  d. Assist in planning resident care.

  e. Monitor environmental safety.

  f. Assist in providing restorative activities.

  g. Observe, document, and report pertinent observations to the nursing supervisor.

  h. Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementias, including Alzheimer's.

  i. Discuss rights of the long-term-care resident. Undo automatic number to line up with other letters.

5. Assist with elimination needs of clients.

  a. Discuss ostomy care.

  b. Discuss changing a leg bag to a drainage bag.

  c. Discuss the procedure for applying an external catheter.

  d. Assist the client with bowel and bladder training.

National Nurse Aide Assessment Program (NNAAP)

 I.Physical Care Skills

  B. Basic Nursing Skills

   2. Safety/Emergency

   3. Therapeutic and Technical Procedures

   4. Data Collection and Reporting

 II. Psychosocial Care Skills

  B. Spiritual and Cultural Needs

 III.Role of the Nurse Aide

  B. Client Rights

  D. Member of the Health Care Team

Course Number and Name: **HCA 1132**   **Phlebotomy**

Description:

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Clinical	Contact Hours
2	0	2	3	75

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Demonstrate basic knowledge of terminology for healthcare settings including the national healthcare organizations that contributed to the evolution of phlebotomy.

2. List the personnel levels in the clinical analysis areas of the laboratory and the types of laboratory procedures performed in each area.

3. Define quality and performance improvement measurements as they relate to phlebotomy.

4. Demonstrate knowledge of the legal aspects associated with phlebotomy procedures, defining legal terminology, and describing situations that may have legal ramifications.

5. Demonstrate knowledge of terminology and practices related to infection control precautions, procedures, and programs.

6. Identify key elements of the Blood-Borne Pathogen Standard and the Needlestick Safety and Prevention Act.

7. Distinguish between the different types of blood vessels and blood components, and describe the structure and function of each, identify blood types and explain their importance, and trace the flow of blood throughout the circulatory system.

8. Name and locate major arm and leg veins and evaluate the suitability of each for venipuncture.

9. List, describe, and explain the purpose of the equipment and supplied needed to collect blood specimens by venipuncture, and define associated terms and abbreviations.

10. List and describe the evacuated tube system (ETS) and syringe system components, explain how each system works, and tell how to determine which system and components to use.

11. Demonstrate knowledge of the types of blood collection additives, identify the chemical composition of the specific additives within each type, and describe how each additive works.

12. Describe ETS tube stopper color coding used to identify the presence of absence of an additive, connect additives and stopper colors with laboratory departments and tests, and list the order of draw and explain its importance.

13. Demonstrate knowledge of each venipuncture step from test request until specimen is delivered to the lab.

14. Describe how to perform a venipuncture using ETS, syringe, or butterfly, list required patient and specimen identification information, describe how to handle patient ID discrepancies, and state the acceptable reasons for inability to collect a specimen.

15. Identify challenges and unique aspects associated with collecting specimens from pediatric and geriatric patients.

16. Demonstrate basic knowledge of the preanalytical variables that influence laboratory test results.

17. Describe how to handle patient complications and conditions pertaining to blood collection, address procedural error risks, and specimen quality concerns, and analyze reasons for failure to draw blood.

18. Define and use capillary puncture terminology, identify capillary puncture equipment, and list the order of draw for capillary specimens and describe the theory behind it.

19. Describe capillary specimen composition, identify differences between capillary, arterial, and venous specimen composition and reference values, decide with capillary puncture is indicated and demonstrate knowledge of site selection criteria.

20. Describe how to collect capillary specimens from adults, infants, and children describe specimen collection procedures and explain the clinical significance of capillary blood gas, neonatal bilirubin and newborn screening tests, and name tests that cannot be performed on capillary specimens and explain why.

21. Demonstrate basic knowledge of special collection procedures, define the associated terminology, and understand importance for special labeling, equipment, collection, timing, and handling of each procedure.

22. Describe patient identification and specimen labeling procedures required for blood bank tests.

23. Describe sterile technique in blood culture collection, explain why it is important, and list the reasons why a physician might order blood cultures.

24. Define point-of-care testing (POCT), explain the principle behind the POCT examples and identify any special equipment required.

25. Demonstrate basic knowledge of the elements of a computer system related to the lab.

26. Explain routine and special specimen handling procedures for laboratory specimens, and identify preanalytical errors that may occur during collection, labeling, transporting, and processing.

27. Describe the steps involved in processing the different types of specimens, time constraints, and exceptions for delivery and list the criteria for specimen rejection.

28. Demonstrate knowledge of nonblood specimens, tests, and define associated terminology.

29. Describe collection, labeling, and handling procedures for nonblood specimens.

Course Number and Name: **HCA 1214**   **Body Structure and Function**

Description: This course includes study of the structure, function, common disorders, and normal aging-related changes of the integumentary, musculoskeletal, nervous, circulatory, respiratory, digestive, urinary, reproductive, endocrine, and sensory systems; stages of human growth and development; and nutritional needs through the life cycle.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
4	3	2	75

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Recognize the structure and function, common disorders, and normal aging-related changes of each organ system.
   a. Describe the structure, function, common disorders, and normal aging-related changes of the integumentary system.
   b. Describe the structure, function, common disorders, and normal aging-related changes of the musculoskeletal system.
   c. Describe the structure, function, common disorders, and normal aging-related changes of the nervous system.
   d. Describe the structure, function, common disorders, and normal aging-related changes of the circulatory system.
   e. Describe the structure, function, common disorders, and normal aging-related changes of the respiratory system.
   f. Describe the structure, function, common disorders, and normal aging-related changes of the digestive system.
   g. Describe the structure, function, common disorders, and normal aging-related changes of the urinary system.
   h. Describe the structure, function, common disorders, and normal aging-related changes of the reproductive system.
   i. Describe the structure, function, common disorders, and normal aging-related changes of the endocrine system.
   j. Describe the structure, function, common disorders, and normal aging-related changes of the sensory system.
2. Explain stages of normal growth and development throughout the lifespan.
   a. Describe stages of human growth and development.
   b. Identify the client's basic physical and emotional needs using Maslow's hierarchy.
   c. Utilize actions to meet the client's physical and emotional needs.
   d. Assist the client with age-related recreational activities and projects.
   e. Describe the stages of grief.
   f. Discuss care of the dying client and postmortem care.

National Nurse Aide Assessment Program (NNAAP)

   I.   **Psychosocial Care Skills**
      A.   Emotional and Mental Health Needs
      B.   Spiritual and Cultural Needs

Course Number and Name: HCA 1312 Home Health Aide and Homemaker Services

Description: This course includes basic knowledge and skills required to care for the homebound client and basic knowledge and skills required to provide homemaker services.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
2	1	2	45

Prerequisite: Instructor approved

Student Learning Outcomes:

1. Discuss home health aide activities.
   a. Describe the role of the home health aide as a member of the health-care team.
   b. Adhere to assigned plan of care.
   c. Monitor environmental safety.
   d. Discuss client home management.
   e. Evaluate nutritional needs of the homebound client.
   f. Observe, document, and report pertinent observations to the supervisor.
   g. Describe the Mississippi Protective Laws.
2. Discuss homemaker services.
   a. Describe the role of the homemaker in providing care services.
   b. Describe household management.
   c. Monitor environmental safety.
   d. Discuss maintenance of a clean environment in the home.
   e. Perform laundry duties.
   f. Discuss and plan marketing and meal preparation.
   g. Recognize emergency situations

Appendix A: RECOMMENDED TOOLS AND EQUIPMENT

CAPITALIZED ITEMS
1. Bed with Electrical Controls and Side rails (1 per program)
2. Bed with Workable Side Rails (1 per 2 students)
3. Computer with CD-ROM (1 per 4 students)
4. CPR Head, Adult (1 set of 10 per program)
5. Dryer (1 per program)
6. Electronic Vital Signs Monitor (1 per program)
7. Lift, Hoyer, Hydraulic, or Electronic (1 per program)
8. Lifts, Uno and Sabina Slings, Small, Medium, Large, Extra Large (1 per program)
9. Manikin (adult), Client Care (2 per program)
10. Phlebotomy Chair
11. Printer, Laser (1 per 2 computers)
12. Skeleton, Total Body (1 per program)
13. Stretcher (1 per program)
14. Torso (1 per program)
15. TV, Color Monitor (30-in. minimum) (1 per program)
16. VCR/DVD (1 per program)
17. Washer (1 per program)

NON-CAPITALIZED ITEMS
1. Alcohol Swabs
2. Antiembolism Stockings (TED hose), Large and Extra Large (1 of each size)
3. Aids and Wedges, Position (Hand Roll, Roll Belt, Sheepskin, Heel Pads, Egg Crate
4. Mattress) (1 per program)
5. Bag, Colostomy
6. Bag, Enema
7. Bag Cover, Catheter (1 per program)
8. Bag, Plastic
9. Band-Aids
10. Barrel, Dirty Linen (1 per program)
11. Basin, Bath (10 per program)
12. Basin, Emesis (10 per program)
13. Bath, Sitz (1 per program)
14. Bed Pan, Fracture (5 per program)
15. Bed Pan, Regular (5 per program)
16. Bedspreads (1 per bed)
17. Belt, Gait (2 per program)
18. Board, Marker (1 per program)
19. Butterfly Needles with Tube Holders
20. Cabinets (to store supplies) (2 per program)
21. Call Light Button Simulator (1 per bed unit)
22. Cane, Quad (1 per program)
23. Cart, Clean Linen (1 per program)
24. Cart, Utility (1 per program)
25. Catheters, Regular/Anchoring Straps
26. Chair, Commode (1 per program)
27. Chair, Geri (1 per program)

28. Chair, Shower (1 per program)
29. Clock, Wall with Second Hand (1 per program)
30. Clothes, Change of, for Maniken
31. Containers, Urine and Feces
32. Covers, Probe, Digital
33. Covers, Glass Thermometer
34. Protectors, Clothes (Bib)
35. Curtain, Privacy Ceiling or Wall-Mounted (1 per bed)
36. Deodorant
37. Dentures and Cup (1 set per program)
38. Diapers, Cloth, Adult Size Large (1 dozen per program)
39. Disinfectant Spray
40. Dispenser, Soap, Wall Mounted (1 per sink)
41. ETS Blood Collection Tubes
42. ETS Needles
43. Gastostomy Tube
44. Gauze
45. Gloves, Latex or Vinyl
46. Gown, Hospital (20 per program)
47. Gown, Isolation (10 per program)
48. Graduate, Urine
49. Isolation cap, mask
50. Lap, Buddy (1 per program)
51. Lancets
52. Liquid Soap
53. Lubricant for rectal thermometer
54. Mattress, Hospital Bed (1 per bed)
55. Nail Grooming Supplies
56. Name Card for Meal Tray
57. Output sheets
58. Pads, Cloth Incontinent (2 per bed)
59. Pen or Pencil and paper for recording measurements
60. Pillows (4 per bed)
61. Pillowcases (8 per bed)
62. Pitchers, Plastic (10 per program)
63. Dinnerware, to Include One Plate, Bowl, Saucer, Cup, Glass (1 place setting per
64. program)
65. Restraint, Mitt (1 per program)
66. Restraint, Vest (1 per program)
67. Restraint, Waist (1 per program)
68. Restraint, Wrist (1 sets per program)
69. Scale, Physician (Measures Height and Weight) (1 per program)
70. Sharp Containers
71. Sheets, Fitted (2 per program)
72. Sheets, Hospital Bed, Flat Only (2 per bed)
73. Sink with running water
74. Skin Cleanser
75. Sphygmomanometer, Portable, Aneroid (standard and large) (10 per program)
76. Stand, Rolling for IV (1 per program)
77. Stethoscope, Teaching (1 per instructor)
78. Stethoscope (10 per program)
79. Straws
80. Supplies, Personal Hygiene: Soap, Lotion, Emery Board, Orange Sticks, Toothpaste,

81. Thermometer Container
82. Tourniquets
83. Toothbrush, Dental Floss, Denture Brush, Denture Toothpaste, Lemon Glycerin Swabs,
84. Alcohol Swabs, Safety Razors, Comb, Brush
85. Table, Bedside (1 per bed)
86. Table, Overbed (1 per bed)
87. Thermometer, Bath (1 per program)
88. Thermometer, Digital (1 per program)
89. Thermometer, Glass Oral (1 per program)
90. Thermometer, Glass Rectal (1 per program)
91. Thermometer, Tympanic (1 per program)
92. Tissue/Kleenex
93. Towels (2 dozen per program)
94. Trays, Food (1 per bed)
95. Tray, Shampoo (1 per program)
96. Drainage Bag, Catheter (1 per program)
97. Urinal (1 per program)
98. Utensils, Knife, Fork, and Spoon (1 set per program)
99. Walker (1 per program)
100. Wash Cloths (2 dozen per program)
101. Wheelchair (1 per program)
102. Workstation for Computer (1 per computer)
103. Bath blanket
104. Glucose monitor
105. Hemocue machine

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RECOMMENDED INSTRUCTIONAL AIDS
1. Cabinet, File with Lock, 4 Drawer (2 per program)
2. Chart, Anatomy (1 per program)
3. Smartboard (1 per program)
4. LCD Projector (1 per program)
5. Laptop Computer (1 per program)
6. Copy Machine (1 per program)
7. Supplemental Videos (at instructor's request)

APPENDIX B: CURRICULUM DEFINITIONS AND TERMS

- Course Name – A common name that will be used by all community colleges in reporting students

- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students

- Classification – Courses may be classified as the following:
    - Career Certificate Required Course – A required course for all students completing a career certificate.
    - Technical Certificate Required Course – A required course for all students completing a technical certificate.
    - Technical Elective – Elective courses that are available for colleges to offer to students.

- Description – A short narrative that includes the major purpose(s) of the course

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

- Corequisites – A listing of courses that may be taken while enrolled in the course

- Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
    - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
    - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
    - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
    - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
    - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas

- Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

- In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

    o Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework
    o Revising or extending the student learning outcomes
    o Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

APPENDIX C: COURSE CROSSWALK

<table>
<tr>
<td colspan="6">Course Crosswalk
Health Care Assistant
CIP 51.0707 –Health Care Assistant</td>
</tr>
<tr>
<td colspan="6"><i>Note: Courses that have been added or changed in the 2017 curriculum are highlighted.</i></td>
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<tr>
<td colspan="3">Existing
2010 MS Curriculum Framework</td>
<td colspan="3">Revised
2018 MS Curriculum Framework</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Hours</td>
<td>Course Number</td>
<td>Course Title</td>
<td>Hours</td>
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<tr>
<td>HCA 1115</td>
<td>Basic Health –Care Assisting</td>
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<td>HCA 1116</td>
<td>Basic Health –Care Assisting</td>
<td>6</td>
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<tr>
<td>HCA 1125</td>
<td>Special Care Procedures</td>
<td>5</td>
<td>HCA 1124</td>
<td>Special Care Procedures</td>
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<tr>
<td>HCA 1214</td>
<td>Body Structure and Function</td>
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<td>HCA 1214</td>
<td>Body Structure and Function</td>
<td>4</td>
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<tr>
<td>HCA 1312</td>
<td>Home Health Aide and Homemaker Services</td>
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<td>HCA 1312</td>
<td>Home Health Aide and Homemaker Services</td>
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<td></td>
<td></td>
<td></td>
<td>HCA 1132</td>
<td>Phlebotomy</td>
<td>2</td>
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APPENDIX D: RECOMMENDED TEXTBOOKS

Health Care Assistant Text Book List		
CIP 51.3902 – Health Care Assistant		
Book Title	Author (s)	ISBN
Phlebotomy Essentials	Ruth E. McCall Cathee M. Tankersley	13:978-1-9452-4 10:1-45119452-8
Mosby's Textbook for Nursing Assistants	Sheila A. Sorrentino Leighann Remmert	13: 978-0323319751 10: 0323319750
Student Workbook for Pearson's Nursing Assistant Today	Francie Wolgin Kate Smith Julie French	13: 978-0135101773 10: 0135101778
Pearson's Nursing Assistant Today	Francie Wolgin Kate Smith Julie French	13: 978-0135064429 10: 0135064422
CNA Certified Nursing Assistant Exam Cram	Linda Whitenton Marty Walker	13: 978-0789739346 10: 0789739348
Nursing Assistant: A Nursing Process Approach	Barbara Acello Barbara Hegner	13:978-1-133-13237-0
The Nursing Assistant: Acute, Subacute, and Long-Term Care 11th edition	JoLynn Pulliam	10: 0-13-262255-6 13: 978-0-13-262255-4
Lippincott Textbook for Nursing Assistants Humanistic Approach to Caregiving 4th edition	Pamela J. Carter	13: 978-1-4511-9466-1
Workbook for Lippincott Textbook for Nursing Assistants Humanistic Approach to Caregiving 4th edition	Pamela J. Carter	13: 978-1-4511-9474-6
Phlebotomy Essentials (6th ed.).	Ruth McCall Cathee M. Tankersley	13: 978-1451194524 10: 1451194528
Student Workbook for Phlebotomy Essentials (6th ed.)	Ruth McCall Cathee M. Tankersley	13: 978-1451194531 10: 1451194536