

**Reedley College**  
**Nursing Assistant Training**  
**Certificate of Achievement**

**Item 1. Program Goals and Objectives**

The goal of this certificate program is to provide occupational skills and training for students seeking a career in the Career Technical Education (CTE) field of Certified Nursing Assistants. Upon completion of this program, students will be able to:

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1. practice proper medical and surgical aseptic techniques in the working environment (including proper procedures for handwashing, handling of linen, gloving, gowning, and bagging of wastes).
2. practice at the bed side appropriate knowledge of body mechanics in turning or positioning the helpless patient/resident in bed – or assisting the patient/resident from the bed to a wheelchair or vice versa.
3. practice at the bed side appropriate patient's/resident's rights when entering the patient's/resident's room, keeping patient/resident records confidential, and treating the patient/resident with respect and dignity.
4. be sensitive to the different cultural beliefs associated with the long term care patient/resident, aging in general, death and dying.
5. practice proper rehabilitative/restorative care procedures to assist the patient/resident with his/her walker, cane, gait belt, or other rehabilitative devices.
6. execute emergency procedures when applying postural supports, wrist/ankle restraints or the Heimlich Maneuver.
7. carry out proper fire/disaster procedures including the safe handling of oxygen tanks and the use of a fire extinguisher.
8. practice at the bed side proper patient care skills for the following areas (bathing, assisting with oral hygiene, denture care, nail care, hair care, assisting with shaving, dressing and undressing the patient/resident, assisting with use of urinal/bedpan/commode, artificial limbs, splints, hearing aides, and artificial eye).
9. practice properly and correctly measure and record various vital signs (oral, axillary, rectal and electronic temperature; radial and apical pulse; respiration; and blood pressure).
10. Practice appropriate patient/resident care procedures to collect and identify urine and stool specimens, make beds, practice administering enemas or laxative suppositories, empty urinary bags, care for patient/resident with tubing (oxygen, IV, gastrostomy, nasogastric, urinary catheter), apply non-sterile dressings, topical ointments or elastic stockings.
11. admit, transfer or discharge the patient/resident using proper patient/resident care procedures.
12. practice measuring oral intake, urinary output, height of patient/resident in bed, weight of patient/resident in bed, height/weight of patient/resident using an upright scale – using the metric system.
13. correctly record documents using military time.
14. demonstrate a proper understanding of nutrition in feeding the helpless patient/resident, assisting the patient/resident who can feed self, and using feeding assistance devices.
15. record appropriate information to the charge nurse and document any changes in the patient's/resident's behavior and/or body functions–using proper observation and charting procedures.

**Item 2. Catalog Description**

This program is designed to prepare the student as an entry level worker, providing basic nursing care to patients in acute care and long-term care settings. The curriculum is structured to provide theory and application in skills needed to function as a Nursing Assistant. Upon completion, students will be eligible to take the state certification examination.

Applicant must be able to

1. pass a tuberculosis (PPD) test indicating a negative result or a chest x-ray report stating no indication of TB.

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2. pass a physical exam given by a physician.
3. have no prior criminal convictions (exception: traffic violations)
4. possess a valid Social Security card and a picture ID.

**Item 3. Program Requirements**

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Requirements	Dept. Name/#	Name	Units	CSU -GE	IGETC	Sequence
Required Core (13.5 units)	NAT 102	Nursing Assistant Theory	5.5			Yr 1, Fall, Spring
	NAT 103	Nursing Assistant Clinical	2			Yr 1, Fall, Spring
	NAT 104	Medical Nursing Terminology	3			Yr 1, Fall, Spring
	or	or				
	OT 10	Medical Terminology	3			Yr 1, Fall, Spring
	HLTH 1	Contemporary Health Issues	3			Yr 1, Fall, Spring
	FN40	NUTRITION	3			Yr 1, Fall, Spring
Select one English course (4-5 units)	ENGL 125	Writing Skills for College	4			Yr 1, Fall
	ENGL 126	Reading Skills for College	4			Yr 2, Spring
	ENGL 128	Accelerated Reading	5			Yr 2, Spring
	ENGL 130	Accelerated Writing	5			Yr 1, Summer
	ENGL 1A	Reading and Composition	4			Yr 1, Fall/Spring Yr 2, Fall/Spring Yr 1, Spring/Summer Yr 2, Fall

Required Major Total                      20.5-21.5 units  
TOTAL UNITS                                      20.5-21.5 units

Proposed Sequence:  
Year 1, Fall = 10.5  
Year 1, Spring = 10-11 units  
TOTAL UNITS: 20.5-21.5 units

**Item 4. Master Planning**

Currently the Nursing Assistant Training program consists of effective learning objectives and at the bedside training at local skilled nursing facility in Reedley. There has been a need to expand the Nursing Assistant Training program to enlarge the class size and produce more health care workers to meet the needs of the surrounding community This Nursing Assistant Training Certificate of Achievement is in line with Reedley College’s Master Plan. Goals included in the Master Plan are to have staff of highly trained, well experienced

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nursing instructors that utilize state mandated curriculum to support student in achieving high success rates, theory and clinical instructors are experienced practitioners in the field, will expand program from two cohorts per year to four cohorts and develop additional clinical off campus relationships for students, will increase the number of students completing with Nursing Assistant Training Certificates and expand the certificate to include health and medical terminology, increase dialogue with Reedley College’s Madera Community College Center’s nursing programs to promote student articulation to future degree completion and support Madera Community College Center’s nursing program, develop on campus classroom and lab experience for students enrolled in the Nursing Assistant Training program, specifically seek students input via end-of-year surveys/questionnaires to identify areas of instruction and services needing improvements, Offer program courses morning, afternoon, and evening and to create additional qualified Nursing Assistant Training students to seek positions in the community.

In addition to the program review process, the Nursing Assistant Training program meets twice annually with an its industry-based advisory committee to discuss the enhancement of the instructional program and industry needs. Often discussions focus on community needs and the skills students need to attain to obtain gainful employment.

The Nursing Assistant Training Program utilized the Knowledge and expertise of industry partners and advisory members. Members are critical in expressing industry needs and trends and helping in the direction of the program.

**Item 5. Enrollment and Completer Projections**

Anticipated number of annual completers based on historical completers for NAT 101 is approximately 120. NAT 101 is being replaced by NAT 102 and 103. NAT 102 and 103 are scheduled for the first time in Fall 2017. Increased number of sections offered are due to the number of Dual Enrollment sections offered at local high schools.

		<Year 1>		<Year 2>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
ENGL-125	Writing Skills for College	73	2044	68	1844
ENGL-126	Reading Skills for College	57	1515	53	1414
ENGL-130	Accelerated Writing	4	70	3	50
ENGL-1A	Reading and Composition	94	2648	75	1894
HLTH-1	Contemporary Health Issues	44	1603	33	1110
NAT-101		7	76	9	127
OT-10		13	452	14	346

\*Use as many rows as required to provide requested data.

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Anticipated number of sections to be offered for Fall 2017 & Spring 2018 based on what is currently scheduled for the 2017-2018 year. Enrollment is expected to be similar to the 2016-2017 year.

		Anticipated <2016-2017>		Anticipated <2017-2018>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
ENGL-125	Writing Skills for College	69	1829	55	
ENGL-126	Reading Skills for College	56	1332	40	
ENGL-128	Accelerated Reading	2	26	5	
ENGL-130	Accelerated Writing	7	99	9	
ENGL-1A	Reading and Composition	78	1817	93	
HLTH-1	Contemporary Health Issues	39	1165	32	
NAT-101	Nursing Assistant Training	9	129		
NAT-102	Nursing Assistant Theory			2	
NAT-103	Nursing Assistant Clinical			2	
NAT-104	Medical Nursing Terminology				
OT-10	Medical Terminology	12	306	12	

**Item 6. Place of Program in Curriculum/Similar Programs**

Before completing this section, review the college's existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.

Not applicable.

- b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

Not applicable.

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c) What related programs are offered by the college?

LVN-RN Associate in Science Degree  
LVN-RN Certificate of Achievement  
Licensed Vocational Nursing Associate in Science Degree  
Licensed Vocational Nursing Certificate of Achievement

**Item 7. Similar Programs at Other Colleges in Service Area**

The College of the Sequoias in Visalia, California which is approximately 28 miles from Reedley College is the closest community college with a similar Nursing Assistant program. Their program consists of one 6-unit course.

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**NARRATIVE TEMPLATE for a (noncredit) Certificate of Competency or a Certificate of Completion**

**Please adhere to the following format conventions:**

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.
- Note: Only items #1-4 are required for noncredit certificate proposals.

**Item 1. Program Goals and Objectives**

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is "**Other – Designed to Meet Community Needs**," then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective**, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

**Item 2. Catalog Description**

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The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

**Item 3. Program Requirements**

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

**Display the program requirements in a table format** that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

**Course Sequence** – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The program

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requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Competency: Language Development

<b>Requirements</b>	<b>Dept. Name/#</b>	<b>Name</b>	<b>Units</b>	<b>Sequence</b>
Required Core (3 units)	ADMJ 50	Introduction to Language Development	3	Yr 1, Fall
Two Electives (6 units)	ADJ 40	Group Dynamics	3	Yr 1/2, Fall
	ADJ 55	Conversation	3	Yr 2, Spring
	ADJ 61	Formal Settings	3	Yr 1, Summer
	ADJ 63	Motivational Speaking	3	Yr 1, Fall/Spring
	ADJ 70	Nonverbal Communication	3	Yr 2, Fall/Spring

Required Core Total: 3 units

TOTAL UNITS: 9 units

Proposed Sequence:  
 Year 1, Fall = 3 units  
 Year 1, Spring = 6 units

*Or*

Year 1, Fall = 3 units  
 Year 1, Spring = 3 units  
 Year 1, Summer = 3 units  
 TOTAL UNITS: 9 units

**Item 4. Master Planning**

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college’s mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause



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undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards.

Finally, if the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.