

AES Patient Care Fundamentals

Pacing Guide

With hundreds of hours of content available, you're likely wondering the best way to use the AES health science curriculum in your classes.

To help you meet your standards and more easily plan, this guide provides a recommended sequence for a semester-long Patient Care Fundamentals course.

In this guide, you'll find a week-by-week breakdown of which modules to use, approximate hours of instruction, and learning objectives for each unit.

By the end of this guide, you should be well equipped to use the AES curriculum in your classroom.

Tips and Resources to Help You With Planning:

- If you use HealthCenter21 across your full pathway, your students have likely completed some of the modules listed in a prior course. If that's the case, consider using them to simply review and refresh students on important material.
- The hours listed for each AES Unit refer to the approximate class time it will take students to complete the eLearning lessons.
- The weekly pacing allows time for projects, teacher instruction, student skills practice, and other activities not included in the AES curriculum.
- This guide doesn't account for holidays, school functions, school testing, or other events that may affect your class schedule.
- For week 18, you can choose to create a final exam within the AES system or using your own method. Learn about creating exams in AES here: [How to Create an Exam](#)
- [Visit this page](#) for guidance on resources you can use alongside HealthCenter21.

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WEEK	AES MODULE	UNIT	OBJECTIVES
1	The Health Assistant	Unit 1: Health Assisting (1 hour)	<ul style="list-style-type: none"> - Describe the roles of health care team members - Identify health career options - Discuss the services provided by various facilities and how services are unique and interdependent - Discuss the impact of OBRA on nurse assistant requirements
1		Unit 2: Nursing (1 hour)	<ul style="list-style-type: none"> - Identify the different nursing delivery systems, their functions, and differences - Match nursing functions with appropriate personnel. - Explain the relationship of the nursing process to nursing practice
1		Unit 3: Qualities of Health Assistants (1 hour)	<ul style="list-style-type: none"> - Identify personal qualities of an assistant - Describe appropriate appearance and behavior for an assistant and the impact of effective working relationships - Identify effective methods to develop patient/family and staff relationships - Compare verbal and nonverbal communication - Use communication skills appropriate to the situation
1		Unit 4: Infection Control and Safety Precautions (1 hour)	<ul style="list-style-type: none"> - Apply Center for Disease Control guidelines related to standard precautions - Apply aseptic technique and explain the Bloodborne Pathogens standard - Describe the influence of various agencies, the value of an ergonomic facility, and the process for reporting violations - Identify Right-To-Know and other communicative regulations - Identify emergency procedures
1		Unit 5: Legal Conduct (1 hour)	<ul style="list-style-type: none"> - Determine legal responsibilities of assistants - Practice within standards and scope of practice for profession - Identify legal responsibilities of an assistant and methods to ensure patient confidentiality

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2		Unit 6: Patient Rights and Code of Ethics (1 hour)	<ul style="list-style-type: none"> - Discuss the impact of the Patient's Bill of Rights - Practice within ethical responsibilities of an assistant
2		Unit 7: Communication Exercise (1 hour)	<ul style="list-style-type: none"> - Evaluate and critique an interaction between healthcare workers and patients, colleagues, or others - Recognize positive and negative interactions - Reflect on similar situations that have occurred in the student's own lives
2	Healthcare Systems	Unit 1: History of Healthcare (1 hour)	<ul style="list-style-type: none"> - Recognize the medical contributions of several ancient cultures and say what ancient healers believed to be the cause of all illnesses - Explain the basic teachings of Hippocrates - Identify medical contributions from the Middle Ages, the Renaissance, the Industrial Revolution, and the Modern Era - Describe how the Black Death was important to medical development - Recognize how the link between structure and function was important to medical progress - Describe how technology has improved medical treatment
2		Unit 2: Healthcare Delivery Systems (1 hour)	<ul style="list-style-type: none"> - Define and understand the purpose and function of systems theory - Relate systems theory to healthcare systems - Identify two types of national healthcare systems, several types of healthcare facilities, and roles of government and nonprofit agencies - Recognize the three primary goals of a healthcare system - Compare private and public healthcare systems - Define and list the components of a delivery system - Recognize specific examples of government and nonprofit agencies - Describe organizational structure in healthcare and explain why line of authority is important to healthcare facilities - Define interdependence

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2		Unit 3: Trends, Technology, and Emerging Issues (1 hour)	<ul style="list-style-type: none"> - Explain how trends affect the healthcare system and identify five current trends in healthcare - Describe methods of cost containment - Understand the importance of patient-centered care - Make connections between treatment success and patient responsibilities, advocacy, and compliance - Explain why it is important for healthcare providers to be adaptable, flexible, and quick learners to keep up with emerging issues - Define and understand the importance of bioethics - Understand the importance of life-long learning to the discovery, implementation, and success of new health technologies
2		Unit 4: Healthcare Economics (1 hour)	<ul style="list-style-type: none"> - Explain the need for health insurance and define key health insurance terms - Distinguish between individual and group insurance - Describe indemnity insurance and managed care - Compare features of EPO, HMO, PPO, and POS plans - Evaluate the total cost of healthcare related to choosing a health plan - Explain the need for public medical assistance and identify the services of Medicaid and Medicare
3	Professionalism in Healthcare	Unit 1: Presence (2 hours)	<ul style="list-style-type: none"> - Explain the importance of maintaining a professional appearance in school or work settings - Identify appropriate attire for success in a variety of professions and expectations of commitment - Demonstrate basic standards in hygiene and grooming habits - Describe healthy habits such as nutrition, sleep, and stress management - Recognize body art is a personal choice based on style, background, and culture - Explain the importance of complying with company dress codes and rules - Explain the importance of conducting oneself in a manner appropriate for the profession and workplace

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			<ul style="list-style-type: none"> - Demonstrate a positive attitude and a growth mindset necessary for success - Express thoughts and ideas using courteous, respectful verbal and nonverbal communication
3		Unit 2: Executive Function (2 hours)	<ul style="list-style-type: none"> - Define executive functioning skills as essential to professionalism in any job function or workplace - Recognize how self-regulation is key to demonstrating dedication, perseverance, and a positive work ethic - Describe why working memory is important for organization, time management and productive work habits - Explain why flexible thinking is critical to effectively solving problems and making decisions - Build organizational skills to optimize professional success by prioritizing tasks, using time management tools, and problem-solving techniques - Demonstrate a positive work ethic by having good punctuality, attendance, and prioritizing and performing assigned tasks as directed - Fulfill employer expectations by efficiently planning, following schedules, and meeting deadlines - Use problem-solving strategies to make sound decisions and evaluate their impact
3		Unit 3: Collaboration (2 hours)	<ul style="list-style-type: none"> - Explain the benefits of teamwork - Model characteristics of effective teamwork to build and maintain healthy interpersonal relationships and reach desired goals - Describe common roles and functions of the individual members of a team - Recognize factors and situations that may lead to conflict and demonstrate effective techniques for conflict resolution and consensus-building - Describe the attributes and attitudes of an effective leader - Identify common types of leaders and implement leadership techniques needed for an effective team - Model ways of making leadership decisions and effectively communicating with a team

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4		Unit 4: Workplace Integrity (2 hours)	<ul style="list-style-type: none"> - Define workplace integrity - Describe laws which aim to create an inclusive workplace and allow all employees to accomplish job objectives - Define what is meant by protected characteristics and identify which are covered under the law - Differentiate between workplace harassment, discrimination, and bullying - Contribute to an inclusive workplace by demonstrating ethical behavior and upholding legal responsibilities - Describe confidentiality, why it's important, and show awareness of types of confidential information - Understand ways to protect confidentiality by adhering to company policies and behaving ethically - Recognize the consequences of and know when to report confidentiality violations
4	Personal Qualities	Unit 1: Personal Characteristics (1 hour)	<ul style="list-style-type: none"> - Adopt personal health, appearance, and hygiene habits - Discuss why health care facilities require employees to adhere to personal appearance codes - Adapt to the dynamics of change and follow facility guidelines - Interact appropriately with co-workers and clients
4		Unit 2: Health Care Team (1 hour)	<ul style="list-style-type: none"> - Recognize characteristics of effective team members - Identify attitudes that promote positive interactions - Analyze roles of team members - Identify traits of a leader and exercise leadership skills - Explain how collaboration can make teams more effective - Demonstrate the ability to conduct and participate in meetings
4		Unit 3: Personal Management Skills (1 hour)	<ul style="list-style-type: none"> - Manage time - Prioritize responsibilities - Meet deadlines - Solve problems independently and in teams

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5	Communications	Unit 1: Basic Communication (1 hour)	<ul style="list-style-type: none"> - Identify examples of verbal and nonverbal communication - Interpret verbal and nonverbal behaviors to augment communication within scope of practice - Understand and use therapeutic communication guidelines - Apply the elements of communication using the sender-receiver model - Apply active listening skills using reflection techniques
5		Unit 2: Interpersonal Communication (1 hour)	<ul style="list-style-type: none"> - Identify attitudes and behaviors that promote positive interactions - Interact appropriately with diverse ethnic, age, cultural, religious, and economic groups - Discuss the differences between constructive and non-constructive criticism - Actively listen to other team members - Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in group situations - Use precise language to clearly communicate ideas - Demonstrate ability to give and follow directions
5		Unit 3: Communication Barriers (1 hour)	<ul style="list-style-type: none"> - Identify barriers that can affect client confidence - Develop communication skills that are responsive rather than reactive - Adjust communication to other's ability to understand and adapt communication skills to varied levels of understanding and cultural orientation - Identify techniques for communicating with clients with non-English or limited English proficiency - Identify effective techniques for communicating with behaviorally or emotionally impaired clients; hearing, speech, and vision impaired clients; and mentally and physically challenged clients - Access resources needed to remove communication barriers
5		Unit 4: Communicating with Patients (1 hour)	<ul style="list-style-type: none"> - Identify attitudes and behaviors that promote positive interaction between the healthcare provider and client

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			<ul style="list-style-type: none"> - Explain routine procedures at a client's level of understanding - Demonstrate courtesy to others, including self-introduction - Recognize the importance of patient/client education regarding health care
5		Unit 5: Documentation (1 hour)	<ul style="list-style-type: none"> - Identify types of documentation used in the healthcare profession - Secure information to establish a health history - Provide written communication that is accurate and grammatically correct, using nomenclature appropriate to the environment - Distinguish between factual reports and opinion - Develop basic observational skills related to documentation strategies in written and oral form - Report both subjective and objective information
5		Unit 6: Communication Technology (1 hour)	<ul style="list-style-type: none"> - Identify policies and protocols for use of telecommunications tools - Give and take complete and accurate messages - Demonstrate knowledge of new and emerging communication technologies - Discuss the use of communication technology to access and distribute data and other information in accordance with established policies and protocols
6	Medical Terminology	Unit 1: Word Parts: Roots (1 hour)	<ul style="list-style-type: none"> - Explain why it's important for all healthcare workers to know medical terms - Name the words parts found in medical terms - Describe the use of a medical dictionary - Define, identify, and pronounce common word roots for body systems
6		Unit 2: Word Parts: Suffixes and Prefixes (1 Hour)	<ul style="list-style-type: none"> - Define suffixes and prefixes - Identify suffixes and prefixes from a basic list - Pronounce common suffixes and prefixes - Identify the rules for combining word parts in medical terms - Explain combining vowels and combining forms - Build and break apart terms to decode their meanings

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6		Unit 3: Abbreviations (1 hour)	<ul style="list-style-type: none"> - Explain the purpose of abbreviations - Describe precautions to use with abbreviations - List both general medical abbreviations and abbreviations related to certain body systems
6		Unit 4: Anatomic References (1 hour)	<ul style="list-style-type: none"> - Describe anatomical position - Define and label body planes - Explain directional terms - Identify body cavities and the organs they contain - Name abdominal regions
6	Human Growth and Development	Unit 1: Genetics (1 hour)	<ul style="list-style-type: none"> - Explain four areas of human development: physical, intellectual, emotional, and social - Develop a basic understanding of human needs - Describe the role of human genetics in relation to genetic diseases and identify current issues related to genetic research
6		Unit 2: Prenatal and Neonatal (1 hour)	<ul style="list-style-type: none"> - Describe the development of a fetus to birth - Evaluate the effects of alcohol, controlled substances, and tobacco on a fetus - Name developmental tasks for the neonate age group, as well as the health issues that affect them
6		Unit 3: Childhood (1 hour)	<ul style="list-style-type: none"> - Name developmental tasks for the infant and toddler age group, as well as the health issues that affect them - Name developmental tasks for the early childhood age group, as well as the health issues that affect them - Name developmental tasks for the middle childhood age group, as well as the health issues that affect them
6		Unit 4: Adolescence and Childhood (1 hour)	<ul style="list-style-type: none"> - Name developmental tasks for the adolescent age group, as well as the health issues that affect them - Name developmental tasks for the early, middle, and late adult age groups
6		Unit 5: Aging and Death (1 hour)	<ul style="list-style-type: none"> - Examine the effects of aging - Identify health issues for the geriatric age group - Discuss death and dying - Recognize the stages of the grief process

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			<ul style="list-style-type: none"> - Describe mortuary science - Discuss services provided by funeral directors and funeral homes
7	Customer Service in Healthcare	Unit 1: Introduction to Customer Service (2 hours)	<ul style="list-style-type: none"> - Define customer service and examine the effects it has on customer expectations and satisfaction - Identify the types and methods of customer service - Identify and describe the components of a customer service environment - Identify organizational benefits from providing quality customer service - Identify the components and strategies of promoting a positive service culture - Define and differentiate between a business's mission statement, vision, statement, and brand promise - Assess the actions that can result in customer service satisfaction - Explain the ethical issues present in the customer service industry
7		Unit 2: Customer Service Skills (1 hour)	<ul style="list-style-type: none"> - Identify and summarize the key vocabulary terms used in the customer service career sector - List the daily types of interactions a customer service professional may have and articulate how to appropriately communicate with each different party - Identify and summarize the professional communication strategies used in the customer service industry and create and devise a mock conversation between a customer service professional and a relevant party - Identify what communication technologies and skills are relevant to a customer service professional
7		Unit 3: Customer Service Representative (3 hours)	<ul style="list-style-type: none"> - Define who a customer service representative is and their characteristics - Determine how you measure up with your customer service skills - List and define the expectations, responsibilities, and duties of a customer service representative - List and explain the acronym RUMBA to set professional goals

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			<ul style="list-style-type: none"> - Define cultural diversity and identify cultural differences in a group's values and beliefs - Understand and evaluate how communication can be used to be mindful of a diverse workplace - Identify types of difficult customers, causes of conflict, and how to handle tense customer situations - Outline ways to salvage customer relationships after conflict using various models and processes
7		Unit 4: The Patient's Journey (1.5 hours)	<ul style="list-style-type: none"> - Identify and summarize the key vocabulary terms used in the healthcare service career sector - Examine how technology is used by Healthcare Customer Relationship Management to support the needs of the organization - Explain the three stages of the patient journey and identify touchpoints between the organization and patient at each stage
8	Infection Control	Unit 1: Introduction to Infection Control (1 hour)	<ul style="list-style-type: none"> - Analyze the difference between microorganisms, non-pathogens, and pathogens - Identify types of pathogens, bacteria, parasites, virus, and fungi, and the diseases they cause - Distinguish between endogenous, exogenous, nosocomial, or healthcare-acquired (HAI), and opportunistic diseases - Define infectious disease and communicable disease - Identify the components and primary modes of transmission in the chain of infection - Explain the importance of maintaining asepsis to prevent the spread of disease - Compare and contrast the two basic types of asepsis, medical and surgical, and the best practices for each method - Describe the three levels of asepsis and the characteristics of each process - Explain the importance of hand cleansing and its role in preventing the spread of infection - Identify when to cleanse hands, and analyze the two methods healthcare workers should use to cleanse their hands

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			<ul style="list-style-type: none"> - Explain the importance of cleaning objects or equipment, and identify the items needed to clean objects or equipment properly - Explain the benefits and uses of an ultrasonic unit for cleaning objects or equipment
8		Unit 2: Standard Precautions (1 Hour)	<ul style="list-style-type: none"> - Describe the Center for Disease Control and Prevention's list of standard precautions that should be used for all patients, regardless of their illness - Identify protocols for handling used sharps materials - Evaluate procedures for cleaning spills for hazardous materials, including blood - Describe the steps involved in handling contaminated linens and infectious waste - Identify who should wear gowns and when - Describe when to change gowns, the proper protocols for disposing of gowns, and how to don and doff gowns - Describe when and why it is essential to wear masks and eyewear for procedures, and demonstrate the proper protocols for wearing and disposing of masks and eyewear - Explain how pandemics often affect CDC guidelines for conserving supplies and safeguarding healthcare workers
8		Unit 3: Transmission-Based Precautions (1 hour)	<ul style="list-style-type: none"> - Define the various types of communicable diseases, and differentiate between communicable diseases that are infectious and those that are not - Identify the various transmission-based precautions for each type of communicable disease including contact, droplet, and airborne - Describe the protocols for entering and leaving isolation rooms with patients diagnosed with highly communicable diseases - Describe the protocols used to dispose of PPE and other biohazardous material after removal - Don and remove transmission-based garments in the correct order - Explain the purpose of isolation units - Describe the distribution process of meals in isolation units, and identify the procedures for

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			transferring soiled linens and trash from an isolation unit
8		Unit 4: Sterile Technique (1 hour)	<ul style="list-style-type: none"> - Describe a sterile field, and identify guidelines for working in a sterile field - Explain how to handle a sterile package correctly - Describe the difference between sterile and non-sterile gloves, and explain the benefits of each - Identify which procedures require the use of sterile versus non-sterile gloves - Don and remove sterile gloves - Describe the sterilization process used in autoclaving, and explain the procedures for preparing items for autoclaving - Identify the types of autoclaving wrappings and the benefits of each - Demonstrate the steps for cleaning and maintaining the autoclave on a daily, weekly, and monthly basis
8	Safety Precautions	Unit 1: Safety Guidelines and Regulations (1 hour)	<ul style="list-style-type: none"> - Define safety in health care - Describe common safety issues and identify common safety symbols - Define ergonomics - Determine the steps for greeting, identifying, and explaining procedures to patients, and decide the proper order of these steps - Define what a regulation is and identify health care regulations - Determine the top regulatory agencies - Determine what a sentinel event is and how to respond to it - Identify the legal implications of accidents in a health care facility, and identify the importance of reporting an incident - Apply appropriate communication techniques when interviewing the victim of an accident, and demonstrate how to file an event report
8		Unit 2: Body Mechanics (1 hour)	<ul style="list-style-type: none"> - Define body mechanics - Identify the proper techniques for lifting and moving, as well as pushing and pulling - Identify equipment used to help patients maintain proper body mechanics

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			<ul style="list-style-type: none"> - Define the four basic bed positions and their uses - Determine how body mechanics relates to patient transfers, and identify principles of body mechanics to use during transfers
8		Unit 3: Environmental Safety (1 hour)	<ul style="list-style-type: none"> - Describe the two aspects of food safety in health care - Define foodborne illness and understand what causes these type of sicknesses - Recognize ways to handle, prepare, and store foods properly - Identify ways to help a patient eat a meal - Identify fire prevention guidelines, types of fire extinguishers - Define the acronyms RACE and PASS - Explain the importance of safety data sheets, and identify the required information on safety data sheets - Recognize safety guidelines that should be practices when handling chemical solutions
9	Physical Exams	Unit 1: Introduction to Physical Exams (1 hour)	<ul style="list-style-type: none"> - Name common types of physical exams, and describe the role of a medical assistant during a physical exam - Explain how SOAP notes may be used - Identify types of equipment used during a physical exam - Explain the six basic examination techniques, and identify ten common examination positions - Discuss the importance of draping during physical exams
9		Unit 2: Eye and Ear Examinations (1 hour)	<ul style="list-style-type: none"> - Define visual acuity, and describe three types of visual acuity tests and what they determine - List behaviors that indicate a patient may be having difficulty reading a vision chart - Perform a far vision test with a Snellen chart, a near vision test with a Jaeger chart, and a color vision test using the Ishihara method - Define auditory acuity - Distinguish between conduction hearing loss and nerve hearing loss - List patient behaviors that may indicate hearing loss

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			<ul style="list-style-type: none"> - Describe the primary types of auditory acuity tests - Explain the ways in which a medical assistant prepares the exam room, the equipment, and the patient for an EENT exam - Discuss the role of a medical assistant during an EENT exam, and assist a physician with a one
9		Unit 3: Physical Examinations (1 hour)	<ul style="list-style-type: none"> - Discuss the purpose of a complete physical exam - Describe the role of a medical assistant before, during, and after a complete physical exam - Assist a physician with a complete physical exam - Distinguish between a well-child visit and a sick-child visit - Describe the medical assistant's role during a pediatric exam - List ways in which obtaining a child's vital signs and measurements differs from an adult's - Plot measurements on a pediatric growth chart - Discuss the purpose of vaccinations and respect a parent's right to refuse them.
9		Unit 4: Gynecological and Obstetrical Exams (1 hour)	<ul style="list-style-type: none"> - List the elements of a gynecological exam - Describe the medical assistant's role during a breast exam, Pap test, and pelvic exam - Prepare a patient for a gynecological exam, and assist a physician with a gynecological exam - Define obstetrics and prenatal exam - Describe the parts of an initial prenatal exam and a routine prenatal exam - Identify high-risk conditions for pregnant patients - List the common tests and screenings that are performed at prenatal exams, and explain prenatal exam techniques
9	Client Status	Unit 1: Vital Signs and Body Measurements (1 hour)	<ul style="list-style-type: none"> - Define vital signs, and explain why it is critical that vital signs are measured and recorded accurately - Study health indicators - Identify normal height, weight ranges, and head circumference for different age groups and genders and those that should be reported - Identify factors that may affect height, weight, and head circumference

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9		Unit 2: Temperature (1 hour)	<ul style="list-style-type: none"> - Identify normal range and average body temperature for oral, axillary, rectal, and tympanic measurement methods - Identify common causes of variations in body temperature - Identify acceptable variations for normal range of body temperature and variations that should be reported - Identify glass thermometers, and list what temperatures can be taken with glass thermometers - Explain the dangers of using mercury thermometers - Describe how to clean and store a glass thermometer - Identify acceptable variations for normal range of body temperature and those that should be reported - Practice taking and recording an oral temperature and tympanic temperature
9		Unit 3: Pulse (1 hour)	<ul style="list-style-type: none"> - Identify peripheral pulse sites, and criteria to use in selecting pulse site - Identify normal pulse range for different age groups and pulse readings that should be reported to a supervisor - Identify factors that may affect pulse rate - Differentiate between palpation and auscultation - Measure and record pulse and apical pulse
9		Unit 4: Respiration (1 hour)	<ul style="list-style-type: none"> - Measure and record respiratory rate - Identify normal respiratory rate for different age groups and those that should be reported - Identify factors that may affect respiration, and common causes of variations in respiration
9		Unit 5: Blood Pressure (1 hour)	<ul style="list-style-type: none"> - Measure and record blood pressure - Identify normal blood pressure ranges for different age groups and those that should be reported - Identify factors that may affect blood pressure, and common causes of variations in blood pressure
9		Unit 6: Reading Analog Devices Game (1 hour)	<ul style="list-style-type: none"> - Practice reading a glass thermometer, balance beam scale, and sphygmomanometer

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10	Specimen Collection and Testing	Unit 1: Policies and Practices for Specimens (1 hour)	<ul style="list-style-type: none"> - Define specimen - Describe quality control - List the purposes of CLIA, and explain CLIA-waived tests and provide examples - Identify the scope of practice for health care workers when collecting and testing specimens - Explain the importance of patient education - Name safety guidelines for specimen collection and testing - Identify the proper use of specimen containers and labels
10		Unit 2: Collecting Urine Specimens (1 hour)	<ul style="list-style-type: none"> - Identify reasons for routine, clean-catch, 24-hour, and pediatric urine collection - Collect each urine specimen, and assist a patient with specimen collection as needed
10		Unit 3: Straining and Testing Urine (1 hour)	<ul style="list-style-type: none"> - Discuss reasons for straining urine, and strain a urine specimen - Assess urinary color, odor, clarity, and specific gravity - Perform chemical assessment of urine using reagent strips - Identify hCG - Explain how a urine pregnancy test works and perform a urine pregnancy test
10		Unit 4: Stool Specimen and Tests (1 hour)	<ul style="list-style-type: none"> - Identify reasons for stool collection - Collect a stool specimen, and assist a patient with specimen collection as needed - Perform diagnostic testing of stool specimen
10		Unit 5: Cultures and Smears (1 hour)	<ul style="list-style-type: none"> - Identify characteristics of cultures and smears - Discuss reasons for performing throat cultures and wound cultures - Obtain a throat culture and wound culture - Discuss reasons for collecting sputum - Collect a sputum specimen, and assist a patient with specimen collection as needed - View a specimen using a microscope

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10	Body Mechanics	Unit 1: Safety Guidelines (1 hour)	<ul style="list-style-type: none"> - Demonstrate proper body mechanics - Identify common causes of back injuries - Demonstrate safe management of hospital beds, side rails, wheelchairs, and stretchers - Demonstrate the correct application of a transfer belt
10		Unit 2: Moving Patients (1 hour)	<ul style="list-style-type: none"> - Identify causes and symptoms of pressure ulcers - Identify places on the body to check for pressure ulcers - Identify measures, such as turning and positioning, to prevent pressure ulcers - Assist a patient to move up in bed - Apply the principles of body mechanics when positioning a patient - Turn and position a patient in bed by using logrolling - Demonstrate turning a patient toward you and away from you - Assist the patient to a dangling position
10		Unit 3: Positioning Patients (1 hour)	<ul style="list-style-type: none"> - Position patients in bed - Turn and position patients in proper alignment - Apply proper body mechanics when turning and positioning a patient - Demonstrate proper positioning and repositioning of a patient in a wheelchair
10		Unit 4: Transferring Patients: Bed (1 hour)	<ul style="list-style-type: none"> - Identify situations that warrant the use of particular lifts - Identify standard assistive devices and adaptive equipment and their uses - Safely transfer patient from a bed to a wheelchair or vice versa - Apply principles of body mechanics and alignment during transfers - Safely transfer patient from a stretcher to a bed and vice versa, including with three-person lift - Demonstrate the use of a draw sheet when transferring patients

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10		Unit 5: Transferring Patients: Toilet and Vehicle (1 hour)	<ul style="list-style-type: none"> - Assist a patient from a wheelchair to a toilet and vice versa - Transfer patient from a wheelchair to a vehicle or vice versa - Apply principles of body mechanics and alignment during transfers
11	Patient Comfort	Unit 1: Observing Patients (1 hour)	<ul style="list-style-type: none"> - Practice personal and client safety - Maintain a safe and controlled environment - Assist patient in adjusting to changes of environment - Differentiate between subjective and objective information - Discuss the guidelines for observing patients during patient comfort procedures - Report unusual conditions observed during bathing
11		Unit 2: Handling Bed Linens (1 hour)	<ul style="list-style-type: none"> - Apply principles of body mechanics when making a bed - Ensure patient safety, comfort, and dignity when making a bed - Demonstrate the guidelines for handling clean and contaminated linens - Practice making mitred corners
11		Unit 3: Making Beds (1 hour)	<ul style="list-style-type: none"> - Apply principles of body mechanics when making a bed - Demonstrate the guidelines for handling clean and contaminated linens and making a closed, open, and occupied bed - Apply bedmaking procedures to promote resident/patient comfort
11		Unit 4: Perineal Care (1 hour)	<ul style="list-style-type: none"> - Maximize positive interaction with patients during personal care procedures - Identify the purpose of perineal care - Identify the feelings of the patient and nurse assistant related to perineal care - Perform procedures related to personal hygiene - Identify the anatomy and physiology of the perineum

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			<ul style="list-style-type: none"> - Observe and report unusual conditions of the perineum - Employ accepted technique for providing perineal care to male and female patients - Demonstrate cleaning perineal areas
11		Unit 5: Hand and Foot Care (1 hour)	<ul style="list-style-type: none"> - Identify terms and gross anatomy related to nail care - Identify safety and hygiene concerns involved in daily nail care - Clean, trim, and file patient fingernails - Document and/or report observations - Identify uses of nail care implements - Provide routine foot care
11		Unit 6: Hair Care (1 hour)	<ul style="list-style-type: none"> - Explain to a patient the importance of routine hair care - Ensure maximum patient independence, preference, and dignity - Identify differences in hair care according to hair texture - Identify signs and symptoms of scalp disease - Select appropriate hair care products - Demonstrate shampooing a non-ambulatory patient's hair - Help a patient care for hair, including brushing, combing, or other daily routines - Secure permission from designated individual prior to shaving a patient - Identify the purposes and uses of pre-shave and after-shave lotions - Shave patient using an electric or safety razor according to patient's preference
11		Unit 7: Oral Care (1 hour)	<ul style="list-style-type: none"> - Identify the goals of oral hygiene, and the relationship of oral hygiene to optimal health - Identify the conditions to look for in the oral cavity when administering oral hygiene - Identify the differences in administering oral hygiene for a conscious and an unconscious patient - Identify patients who require frequent oral hygiene

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Provide oral hygiene, including cleaning teeth and gums using a toothbrush, swabs, and emollient - Demonstrate special oral care - Identify types of dentures - Assist with care of dental appliances - Clean and properly handle dentures
11		Unit 8: Dressing and Undressing (1 hour)	<ul style="list-style-type: none"> - Ensure maximum patient independence in clothing selection, dressing, and undressing - Apply established principles in assisting or dressing a resident/patient, including help with IV gown change - Change clothing of patient afflicted with decrease in physical mobility or decreased range of motion - Change clothing of a patient with intravenous (IV) or other tubing
11		Unit 9: Bathing (1 hour)	<ul style="list-style-type: none"> - Identify the importance of patient positioning and draping - Ensure patient privacy and comfort - Identify the purpose of bathing a patient - Interpret bath thermometer readings - Identify ways to promote patient independence in the bathing process - Bathe a patient with consideration for the patient's need and setting - Perform complete bed bath as prescribed in care plan - Discuss and demonstrate all safety precautions as well as the patient's need for privacy and dignity in providing bathing and comfort measures - Give a partial bath - Demonstrate procedures used with a whirlpool tub - Assist ambulatory patients with a bath - Assist a patient with a shower
11		Unit 10: Eyeglasses and Hearing Aids (1 hour)	<ul style="list-style-type: none"> - Demonstrate routine care and maintenance of eyeglasses and hearing appliances - Assist with eye care to maintain optimum vision - Observe and report hearing abnormalities

WEEK	AES MODULE	UNIT	OBJECTIVES
			- Assess and maintain optimum hearing by adjusting environmental conditions
11		Unit 11: AM and PM Care and Pain Management (1 hour)	<ul style="list-style-type: none"> - Provide AM/PM care - Describe common signs and symptoms of pain - Identify behaviors which indicate the patient's level of pain, and measure pain by utilizing a pain scale - Report observations of patient's pain to licensed personnel - Perform procedures related to pain management - Apply non-invasive pain relief measures within scope of practice
12	Wellness and Nutrition	Unit 1: Wellness (1 hour)	<ul style="list-style-type: none"> - Define wellness, and describe holistic health care - Explain how wellness may affect health care systems - Describe factors of healthy living
12		Unit 2: Nutrition (1 hour)	<ul style="list-style-type: none"> - Describe: the six types of nutrients and the five food groups - Contrast simple and complex carbohydrates - Identify saturated, trans, and unsaturated fats - Distinguish between complete and incomplete proteins - Recognize fat and water-soluble vitamins - Describe fiber - Contrast refined and whole grains - Explain the importance of eating a variety of fruits and vegetables and why fat-free or low-fat foods are recommended - Describe how much salt and sugar one should consume - State how much food you need from each food group - Interpret MyPlate - Read a food label - Describe types of therapeutic diets
12		Unit 3: Health Care (1 hour)	<ul style="list-style-type: none"> - Explain how to choose health care providers, including professionals, hospitals, and pharmacies

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Describe prescription, over the counter, brand name, and generic drugs - Describe a physical examination, and explain how physical examinations affect wellness - Demonstrate a far vision test
12		Unit 4: Stress and Planning for Wellness (1 hour)	<ul style="list-style-type: none"> - Define stress and stressors - Explain how stress affects wellness, and describe ways to manage stress - Develop a wellness plan
12	Nutrition and Elimination	Unit 1: Optimal Nutrition (1 hour)	<ul style="list-style-type: none"> - Describe the six types of nutrients and the five food groups - Contrast simple and complex carbohydrates - Identify saturated, unsaturated, and trans fats - Distinguish between complete and incomplete proteins - Recognize fat and water-soluble vitamins - Describe fiber - Identify the types of food people should eat the most and least of each day
12		Unit 2: Diets (1 hour)	<ul style="list-style-type: none"> - Adapt nutrition to patients with physical problems - List the foods allowed on each type of facility diet - Identify and state the purposes of therapeutic diets - Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences
12		Unit 3: Feeding Patients (1 hour)	<ul style="list-style-type: none"> - Identify ways to prevent choking - Identify the assistant's role in providing nutrition and tube feeding - Identify appropriate diet on tray to appropriate patient - Provide meals to the patient and assist with feeding - Identify techniques that promote patient independence - Identify alternative methods for food intake
12		Unit 4: Intake and Output (1 hour)	<ul style="list-style-type: none"> - Explain the role of fluids in maintaining homeostasis - Identify special fluid orders - Identify signs and symptoms of dehydration

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Measure and record intake and output, and identify the importance of doing so - Identify different forms of output - Calculate intake and output
12		Unit 5: Assisting with Toileting (1 hour)	<ul style="list-style-type: none"> - Identify characteristics of normal and abnormal bowel elimination - Record and report abnormalities - Assist patient with the use of a bedpan, urinal, and bedside commode - Provide patient with necessary toileting supplies - Identify the purpose of bladder and bowel training - Describe the assistant's role in bladder and bowel training - List ways to reinforce bladder and bowel training
12		Unit 6: Urinary Catheters (1 hour)	<ul style="list-style-type: none"> - Identify how a urinary catheter works and types of urinary catheters - Observe catheter equipment and provide catheter care - Empty urinary drainage bag - Measure and observe urinary output - Apply a leg bag - Apply an external catheter and position catheter equipment
12		Unit 7: Special Bowel Elimination Procedures (1 hour)	<ul style="list-style-type: none"> - Provide skin care for ostomy patient - Demonstrate care of ostomy drainage system - Identify types of enemas, and demonstrate use of a commercially prepared enema
13	Rehabilitation and Restorative Care	Unit 1: Rehabilitation and Restorative Care (1 hour)	<ul style="list-style-type: none"> - Explain the role of the nursing assistant in rehabilitation care - Describe the roles of each member of the rehabilitative team and discuss the goals and principles of holistic rehabilitation - Describe the psychological aspects of rehabilitative care - Discuss strategies for promoting patient independence, including the importance of involving a resident's family

WEEK	AES MODULE	UNIT	OBJECTIVES
			- Aid patients participating in group activities
13		Unit 2: Activities of Daily Living (1 hour)	<ul style="list-style-type: none"> - Assist and instruct patients to be independent in the activities of daily living - Identify major categories of activities of daily living - Identify standard assistive devices and adaptive equipment and their uses - Identify strategies for encouraging maximum patient independence in activities of daily living - List strategies to always maintain patient dignity
13		Unit 3: Ambulation (1 hour)	<ul style="list-style-type: none"> - Identify situations in which patients may need assistance in ambulating - Ensure maximum independence and safety for patients who need help ambulating - Identify standard assistive devices and adaptive equipment and their uses - Assist a patient in ambulation using a transfer belt, and demonstrate proper use of transfer belt - Employ precautions designed to prevent patients from falling - Aid and care for a patient who is falling or who has fallen - Identify patients who are at risk for falls
13		Unit 4: Assistive Devices for Ambulation (1 hour)	<ul style="list-style-type: none"> - Assist patients in ambulation with a cane, a walker, and crutches - Demonstrate correct gait walking and crutch walking - Help patients with balance in sitting, walking, and standing - Demonstrate use of assistive equipment for ambulation
13		Unit 5: Range of Motion Exercises (1 hour)	<ul style="list-style-type: none"> - Demonstrate the principles and rules of range of motion exercises for patients in rehabilitative care - Identify strategies for encouraging maximum patient independence in activities of daily living - Perform passive range of motion exercises
13		Unit 6: Cold and Heat Applications (1 hour)	<ul style="list-style-type: none"> - Identify situations when a cold or warm compress may be ordered

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Discuss the physical conditions requiring heat and cold applications and safety concerns related to the application of each - Demonstrate cold and hot applications - Monitor and observe safety with cold and heat treatments - Identify types of sitz baths, and administer one - Identify the effective temperature range for the water in a sitz bath
13		Unit 7: Compressive Garments and Breathing Exercises (1 hour)	<ul style="list-style-type: none"> - Identify the nursing assistant's responsibilities in caring for the patient and reporting complications during the postoperative period - Apply a binder - Identify factors that support healing - Demonstrate nursing assistant duties including the postoperative assistance of patients in coughing and deep breathing, and putting on and removing elastic stockings
13		Unit 8: Communication Exercise (1 hour)	<ul style="list-style-type: none"> - Evaluate and critique a real world interaction between healthcare workers and patients, colleagues, or others - Recognize positive and negative interactions - Reflect on similar situations that have occurred in the student's own lives
14	Shock and Resuscitation	Unit 1: Shock (2 hours)	<ul style="list-style-type: none"> - Establish the relationship between perfusion and the cardiovascular and respiratory systems - Describe how the failure of various components of circulation may lead to shock - List the signs and symptoms of each stage of shock - Establish the relationship between causes of shock and types of shock - Explain the sense of urgency to transport patients who show signs of shock - Use assessment information to recognize shock - Identify the priority of actions when treating shock - Demonstrate the care of a patient exhibiting signs and symptoms of shock - Recognize that certain age groups may be more vulnerable to shock

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Identify why typical signs and symptoms of shock may be masked in pediatric and geriatric patients - Describe how care should be altered for pediatric and geriatric patients who may be in shock
14		Unit 2: Resuscitation (2 hours)	<ul style="list-style-type: none"> - Differentiate between clinical death and biological death - Explain how each step in the chain of survival increases the chance of a positive outcome for the patient - Explain the sense of urgency when attempting to resuscitate patients who are in respiratory and cardiac arrest - Describe circumstances when resuscitative care appropriately should be withheld - Name the three conditions that must be met in order to provide CPR - Establish the relationship between airway control and ventilation to CPR - Identify how to give effective chest compressions - Promote professional behavior, such as empathy, diplomacy, and careful delivery of service, no matter how difficult the circumstances - Explain the rationale for early defibrillation - Discuss the advantages of AEDs - Differentiate between a fully-automated and semi-automated defibrillator - Name which heart rhythms are appropriate for defibrillation and which ones are not - Discuss the responsibility to ensure that the AED is in good working order by completing a checklist at the start of each shift - Explain the role medical direction plays in the use of automatic external defibrillation - Defend the importance of continuing education regarding training in automatic external defibrillation - Defend the reasons for maintenance of AEDs - State the reasons for assuring that the patient is pulseless and apneic when using the AED - Explain the considerations for interruption of CPR when using the AED

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - List the steps in the operation of an AED, and demonstrate the application and operation of an AED
14		Unit 3: Basic Adult CPR (1 hour)	<ul style="list-style-type: none"> - Describe the basic steps of CPR - Identify two methods of adult CPR, including the one-person rescue and the two-person rescue - Identify the steps to follow for a one-person adult rescue and two-person adult rescue - Demonstrate professional behavior, including careful delivery of service - Perform one-person CPR and two-person CPR on an adult - Demonstrate the recovery position for adults - Explain the benefits of using a two-person rescue
14		Unit 4: Pediatric CPR (1 hour)	<ul style="list-style-type: none"> - Name the links in the Pediatric Chain of Survival - Identify two types of pediatric CPR, including child CPR and infant CPR - Identify the steps to follow for a one-person and two-person rescue of a child - Perform one-person and two-person CPR on a child - Demonstrate the recovery position for children - Demonstrate professional behavior, including careful delivery of service - Identify the steps to follow for a one-person and two-person rescue of an infant - Perform one-person and two-person rescue CPR on an infant - Demonstrate the recovery position for infants
14		Unit 5: Airway Obstructions (1 hour)	<ul style="list-style-type: none"> - Describe first aid for foreign objects in the air passages - Demonstrate professional behavior, including careful delivery of service - Demonstrate the proper position for abdominal thrusts - Practice clearing an airway obstruction in an infant
15	CPR and Basic Life Support	Unit 1: Introduction (1 hour)	<ul style="list-style-type: none"> - Define cardiac arrest, and learn some causes for it - Recognize the difference between a heart attack and cardiac arrest

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Understand what happens to the heart during a cardiac arrest - Learn about arrhythmia, VF, pVT, and PEA - Understand the speed of damage caused by a cardiac arrest - Learn how CPR and defibrillation can help during a cardiac arrest - Learn some statistics, including survival rates, about cardiac arrest in the United States - Understand the goal of the American Heart Association concerning cardiac arrest - Identify the Chain of Survival and the basic life support links in the chain - Recognize the signs of cardiac arrest - Define and identify the basic steps of CPR - Understand defibrillation and shockable rhythms - Recognize when not to start and when to stop BLS - Learn about BLS certifications
15		Unit 2: Adult BLS (2 hours)	<ul style="list-style-type: none"> - Identify the age definition for an adult - Name the steps in the adult Chain of Survival for in-hospital and out-of-hospital cardiac arrests - Explain basic life support, or BLS - Understand the foundational skills needed to administer BLS during an emergency - Learn the BLS procedure for a one-person and two-person adult rescue - Recognize and understand the foundational concepts of high-quality CPR, and the steps needed to perform it - Recognize the importance of an automated external defibrillator, or AED - Explain the basic operation of an AED for adults and children 8 years of age and older - Know about opioids and the dangers of overdoses - Recognize opioid overdoses, and know how to treat them in an emergency
15		Unit 3: Pediatric BLS (1.5 hours)	<ul style="list-style-type: none"> - Identify age definition for infants and children - Describe causes of cardiac arrest in infants and children

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Name the steps in the Pediatric Chain of Survival - Learn some statistics, including survival rates, about cardiac arrest in the United States - Identify the Chain of Survival and the basic life support links in the chain - Recognize the signs of cardiac arrest - Define and identify the basic steps of CPR - Understand defibrillation and shockable rhythms - Recognize when not to start and when to stop BLS - Learn the BLS procedure for a one-person pediatric rescue - Recognize and understand the foundational concepts of high-quality, pediatric CPR, and the steps needed to perform it - Learn how to give rescue breaths with and without barrier devices - Learn the basic operation of an AED for children less than 8 years old
15		Unit 4: Airway Obstruction (1 hour)	<ul style="list-style-type: none"> - Define choking and identify signs of choking - Describe techniques to relieve choking in responsive victims - How to care for victims that become unresponsive - Learn how to relieve choking for adults and children - Learn the steps to relieve a choking infant
15		Unit 5: Learning Activities (1 hour)	<ul style="list-style-type: none"> - Practice your knowledge of a one-person adult rescue in a real-life scenario - Practice your BLS and choking relief knowledge using a Jeopardy-style game
16	Admissions, Transfers, and Discharges	Unit 1: Patient Concerns (1 hour)	<ul style="list-style-type: none"> - Display sensitivity to patients during admission, transfer, or discharge - Identify aspects of independent living that a patient may lose while in a facility - Maintain safekeeping of a patient's belongings - Identify ways to ensure the security of a patient's possessions
16		Unit 2: Admission (1 hour)	<ul style="list-style-type: none"> - Demonstrate basic assessment technique - Take and record medical history

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Measure and record height and weight - Observe and report abnormal signs and symptoms, and appropriate patient data - Prepare an exam room - Identify instruments for physical examinations - Identify positions used for special examinations, and position patients for examinations - Drape patients, maintaining patient privacy and dignity - Assist with assessment procedures - Maintain safekeeping of a patient's belongings - Acquaint a patient with their physical surroundings
16		Unit 3: Transfers and Discharges (1 hour)	<ul style="list-style-type: none"> - Show sensitivity while demonstrating the procedure for transferring a patient - Observe and report appropriate patient data - Maintain safekeeping of a patient's belongings - Acquaint a patient with their physical surroundings - Show sensitivity while demonstrating the procedure for discharging a patient - Assist with assessment procedures
16		Unit 4: Communication Exercise (1 hour)	<ul style="list-style-type: none"> - Evaluate and critique a real world interaction between healthcare workers and patients, colleagues, or others - Recognize positive and negative interactions - Reflect on similar situations that have occurred in the student's own lives
16	Behavioral Health	Unit 1: Introduction to Behavioral Health (1 hour)	<ul style="list-style-type: none"> - Define behavioral health, and identify the difference between behavioral health and mental health - Determine the importance of healthcare professionals in behavioral health - Define stigma, and recognize the behaviors associated with having a stigma - Identify ways that having a stigma against mental health disorders and diseases is harmful - Determine ways to help combat stigma within yourself and others - Identify various careers in behavioral health

WEEK	AES MODULE	UNIT	OBJECTIVES
16		Unit 2: Common Mental and Behavioral Disorders (1 hour)	<ul style="list-style-type: none"> - Define anxiety disorder, panic disorder, obsessive-compulsive disorder, phobias, and psychotherapy - Identify symptoms of anxiety disorders, mood disorders, eating disorders, PTSD, and substance abuse disorder - Understand treatment options for anxiety disorders, mood disorders, eating disorders, PTSD, and substance abuse disorder - Define mood disorders, depression, and bipolar disorder - Define eating disorder, binge-eating, bulimia nervosa, and anorexia nervosa - Define post-traumatic stress disorder (PTSD) - Define substance use disorder, addiction, relapse, and detoxification
16		Unit 3: Managing Behavioral Health (1 hour)	<ul style="list-style-type: none"> - Identify the risk factors for behavioral health disorders - Determine how to find help for behavioral health disorders and identify methods of self-care - Identify signs someone may be suffering from a behavioral health issue - Review behavioral health treatment options - Identify various types of care facilities
17	Special Populations	Unit 1: Pediatric Patients (1 hour)	<ul style="list-style-type: none"> - Identify developmental tasks for pediatric patients - Identify principles of care for the pediatric patient - Apply safety precautions and needs related to the age of the patient - Name diseases and conditions that are associated with pediatric patients
17		Unit 2: Elderly Patients (1 hour)	<ul style="list-style-type: none"> - Identify stereotypic myths concerning the elderly - Identify influences of aging on physical, intellectual, emotional, and social development - Identify age-related changes in each body system - Identify mental changes related to aging - Identify ways to help elderly residents accomplish developmental tasks - Name the roles of the health care worker in a long-term care facility

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Describe OBRA and the entitlements provided by the Residents' Bill of Rights - Promote the patient's rights to be free from abuse, mistreatment, and neglect - Describe special needs of patients who live in long-term care facilities - Identify appropriate community resources and recreational and social activities for residents in long-term care facilities - Identify common illnesses, physical disorders, and diseases of the elderly
17		Unit 3: Dealing with Death (1 hour)	<ul style="list-style-type: none"> - Discuss the five stages of grief and the response of the nursing assistant - Explain the role of hospice in end-of-life care - Assist with care of the dying resident and support for the family considering physical needs, spiritual needs, and cultural beliefs - Identify signs and symptoms of approaching death - Demonstrate postmortem care in a simulation - Identify religious and cultural rites and facility policies associated with postmortem care
17		Unit 4: Cognitively-Impaired Patients (1 hour)	<ul style="list-style-type: none"> - Describe the disease process and stages of Alzheimer's disease - Distinguish between dementia, delirium, and depression - Identify behaviors of Alzheimer's/dementia patients and how to accommodate - Identify effective methods of communicating with an Alzheimer/dementia patient - Identify the most common mental illnesses of elderly residents - Identify the causes, symptoms, and psychosocial implications of resident confusion or withdrawal - Identify the safety needs of residents with mental disorders - Recognize common signs of suicidal behavior - Identify appropriate responses to the behavior of the mentally ill resident

WEEK	AES MODULE	UNIT	OBJECTIVES
17		Unit 5: Physically and Developmentally Impaired Patients (1 hour)	<ul style="list-style-type: none"> - Apply techniques for communicating with hearing impaired, speech impaired, and vision impaired residents - Apply methods of caring for developmentally disabled patients - Apply principles of behavior management
17		Unit 6: Restraints (1 hour)	<ul style="list-style-type: none"> - Describe the ethical and legal issues in the use of restraints - Demonstrate restraint techniques including alternatives for restraints - Identify when the use of restraints is acceptable
17		Unit 7: Communication Exercise (1 hour)	<ul style="list-style-type: none"> - Evaluate and critique a real-world interaction between healthcare workers and patients, colleagues, or others - Recognize positive and negative interactions - Reflect on similar situations that have occurred in the student's own lives
18	Career Development	Unit 1: Career Exploration and Resources (2 hours)	<ul style="list-style-type: none"> - Learn basic career-related definitions - Understand why career planning is important, and learn how a self-assessment can help guide career planning - Learn about Dr. John Holland's theory concerning personal interests and work environment - Determine the student's Holland Code - Define the student's educational goal - Explore occupations that align with student's self-assessment - Choose several occupations of interest for further research, and begin researching details about them - Choose an occupation that most interests the student from the ones the student researched
18		Unit 2: Career Goals and Barriers (2 hours)	<ul style="list-style-type: none"> - Understand long-term and short-term goals - Learn to make long-term goals more manageable by breaking them into smaller goals - Understand a vision is needed before defining long-term goals - Learn about Action Plans, Career Clusters, Career Pathways, and how to make SMART goals

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> - Define Career Goals Together - Learn about "plans of study" associated with Career Clusters and Pathways - Explore ways to improve important qualities required for the student's selected occupation - Define two long-term SMART goals related to the "plans of study" and important qualities - Students define their own long-term SMART goals - Learn that barriers to your career plan will appear - Investigate possible career barriers, and define two long-term SMART goals to minimize them - Understand why alternate plans need to be investigated, and select several
18	Health Care Careers	Unit 1: Careers in Health Care (1 hour)	<ul style="list-style-type: none"> - Explain the importance of maintaining professional competence through continuing education - Identify the role of professional organizations in the professional development process - Contrast certification, registration, and licensure - Identify stresses in the health care profession as well as coping strategies and resources
18		Unit 2: Choosing a Career in Health Care (1 hour)	<ul style="list-style-type: none"> - Explore specific health care interests - Identify resources for career research - Recognize that a career is like a path or ladder - Research levels of education and credentialing requirements for various health care careers - Consider employer expectations and working conditions for various health care careers - Investigate career growth potential for various health occupations - Identify possible advancement patterns in health care careers - Explore a potential health science career path in therapeutic, diagnostic, health informatics, or support services - Identify the availability of educational opportunities for different health professions
18	Final Exam		Review course material and take the final exam