

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Pre-Certification Nursing Assistant (CNA)	
VALLEY ROP #:	HSM-4280-C.NA	
CDE #:	1315	
CBEDS TITLE:	PWI in TS-Nursing	
CBEDS #:	4280	
CTE SECTOR:	Health Science & Medical Technology	
CTE PATHWAY:	Support Services	
JOB TITLES:	Certified Nursing Assistant	31-1011.00
(ONET #s)	Nurse Aides, Orderlies, and Attendants	31-1012.00

COURSE DESCRIPTION:

The Long-Term Care Nursing Assistant, Geriatric Aide, course prepares the student to be employed in a licensed extended care facility. Other areas of employment may be an acute hospital, a doctor's office, or clinic. The course is held both in the classroom and in a community training site.

The content of this competency-based course includes personal care skills and communication skills with emphasis on caring for the geriatric and rehabilitative resident, for entry level positions. This competency-based course prepares students in core skills needed for more advanced courses in the health care careers.

Upon successful completion of this course students are able to take State Certification exam and be certified by the Department of Health Services. Instructors for the course are approved by the certifying agency. Appropriate community training sites include long-term and intermediate care facilities.

DATE APPROVED:

REVISED: January 2006; May 2009 Nov 2009

HOURS: The students receive hours of classroom instruction and hours of work based learning at community classroom education sites.
Total of 360 hours.

CREDITS: 20 per year

PREREQUISITES: Ability to communicate in English, both verbally and in written form.
Must be able to lift residents and perform basic math skills.

GRADE LEVEL: 12

ARTICULATION(S):

This course at the present time is not articulated with the community colleges. However, the course is a requirement for admission to the local Licensed Vocational Nursing classes at Clovis Adult School and Dinuba Adult School. California State University Fresno and Fresno City College recommends the Certified Nursing Assistant Courses for admission.

TEXTBOOKS: *Mosby's Textbook for Nursing Assistants*, 6th Ed., 2004
Josephson, Character Counts, Institute 2003

COURSE COMPETENCIES:

Upon completion of this course, students will be able to:

1. Define key terminology for all modules and write them in a sentence correctly.
2. Discuss the legal implication of Title 22, Division 5, and California Code of Regulations and OBRA.
3. Identify CNA requirements as set forth by Title 22.
4. Recognize the qualities of a qualified, successful CNA.
5. Describe the role and responsibilities of the CNA.
6. Demonstrate professionalism for the CNA.
7. Explain the ethical behavior expected of CNA.
8. Practice behaviors that maintain confidentiality.
9. Identify the purpose of a long-term care facility.
10. Recognize the role of the CNA in maintaining resident rights as stated in federal and state regulations.
11. Relate State and Federal Regulations regarding resident's rights.
12. Describe the role of an ombudsman.
13. Identify examples of resident rights, which support resident's needs for security, belonging and self-esteem.
14. List the five basic physical and psychological needs, as described by Maslow that must be met in order to survive.
15. Evaluate and report patient behavior which reflects unmet human needs.
16. Define communication and the types of communication.
17. Name the key steps involved in the communication process and methods used in communication.
18. Analyze reasons for communication breakdown.
19. Describe effective communication skills used with residents, their families and guests, and other health team members.
20. Discuss touch as a form of communication, including body language and personal space.
21. Identify basic psychological defense mechanisms.
22. Recognize family communication/interaction patterns and the role of the CNA.
23. Interpret socio-cultural factors influencing communication and emotional reactions to illness and disability.
24. Assess communication patterns among the members of the health team.
25. Describe the body's basic organization.
26. List the body systems, including organs, functions, common changes due to the aging process, common diseases, disorders, and their common signs and symptoms in the elderly.
27. Relate the common needs and interventions for the elderly resident: environmental, psychological, social, recreational and spiritual.
28. Locate common community resources for the needs of the elderly.
29. Describe development and mental conditions found in the long-term care population, their unique needs, and interventions.
30. Apply CNA interventions, which pertain to conditions listed in objective #6.
31. Name four infections agents and discuss the disease they cause.
32. State five requirements necessary for infectious agents to grow.
33. Name the six parts of the chain of infection.
34. List four lines of defense against infection in the body.
35. Identify five signs and symptoms in infection.
36. Differentiate between asepsis and sterile technique.
37. Identify the roles of the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) in the prevention of the spread of disease.
38. Demonstrate and explain standard precaution procedures and related terminology.
39. Practice and define transmission-based precautions and related terminology.

40. Identify psychological effects of standard precaution and transmission based precautions.
41. Explain the purpose and rules of proper body mechanics.
42. Identify comfort and safety measures used to lift, turn, move, and position residents in bed.
43. List and describe five basic positions for bedridden residents.
44. Demonstrate resident transfer techniques.
45. Employ appropriate body mechanics used to ambulate a resident.
46. Discuss rehabilitation (restorative care) and how it promotes independence and resident potential.
47. State goals of restorative care that promotes independence and resident potential.
48. Describe the rehabilitation team, state its purpose, and discuss the role of the CNA as a member of the team.
49. Understand the responsibilities of the CNA in promoting resident self-care.
50. List activities that make up ADL's (Activities of Daily Living.)
51. Use common comfort and adaptive devices and explain the purposes of each.
52. Identify steps to prevent complications for inactivity.
53. Describe and practice range-of-motion exercises (ROM.)
54. Identify and use procedures and devices that promote mobility and ambulation for residents which have physical and/or visual impairment.
55. Recognize relationship between resident's self-esteem and family involvement in care.
56. Explain the role of CNA in emergency, disaster, and fire situations.
57. Describe ways the CNA can help residents, families, and visitors remain calm in an emergency situation.
58. Understand common emergency codes used in facilities.
59. List general rules for providing a safe environment for the CNA.
60. Describe general rules for providing a safe environment for the resident.
61. Identify two safety issues for the residents and interventions to prevent such.
62. List the safety rules to be followed for the resident receiving oxygen therapy.
63. Explain major causes of fire and general fire prevention rules.
64. Describe and demonstrate the safe application of postural supports and the implication for their use.
65. Discuss the legal and psychological implication of the use of postural supports.
66. Identify common signs and symptoms of conditions associated with resident distress and describe immediate interventions and general rules of emergency care.
67. Relate the signs of choking and discuss the use of Heimlich maneuver.
68. Know common emergency codes used in long-term care facilities.
69. Organize daily routine care for residents.
70. Identify benefits of bathing and list five areas of body that require bathing daily.
71. State general and safety guidelines for bathing residents.
72. Express the ways to provide resident privacy during bathing.
73. List observations that should be made during bathing and those which should be reported.
74. List purposes and schedule for oral hygiene.
75. Perform steps in procedure of oral hygiene for a resident needing assistance, and for providing oral hygiene for the unconscious individual.
76. Demonstrate steps in cleaning and care of dentures.
77. Identify the CNA role and responsibility for resident nail care.
78. Identify CNA role and responsibility for caring for hair of residents.
79. Demonstrate procedure for shaving a resident.
80. List the functions and the structures of the integumentary system.
81. Name things the CNA can do to help maintain healthy skin.
82. Discuss three common age-related changes affecting the skin.
83. List types of risk factors for skin breakdown.
84. Describe causes, signs and symptoms, and areas of the body prone to decubitus ulcers.
85. Demonstrate general nursing measures to prevent and treat decubitus ulcers.
86. Identify factors in selecting clothing for the resident.

87. List factors that limit a resident's ability to dress self.
88. Demonstrate general guidelines for caring for resident clothing.
89. Discuss purposes of encouraging a resident to dress in street clothes and list the guidelines for dressing or undressing a resident.
90. Identify two main ways the body eliminates waste.
91. Describe urinary elimination.
92. Identify the characteristics of normal urine.
93. Describe the usual frequency pattern for urination.
94. List the observation to be made about urine.
95. Describe urinary incontinence and the need for immediate care.
96. Explain what a catheter is and why it is used.
97. Identify the major complication resulting from catheter and the general rules of catheter care.
98. Evaluate bladder training, goals, and methods.
99. Describe a normal stool and the normal pattern of bowel movements.
100. List the factors that affect bowel elimination.
101. Identify common problems in elimination.
102. Describe the general rules for maintaining normal elimination patterns of the resident.
103. Understand importance of bowel training.
104. Explain the purpose of an ostomy, list different types, and describe the care of residents with ostomies.
105. Describe the CNA's role in caring for residents with an ostomy.
106. Demonstrate the procedures for weighting the resident.
107. Perform the procedures for measuring the resident's height.
108. Describe common prosthetic devices and their care (artificial limbs, contact lenses, dentures, eyeglasses and hearing aids).
109. State purpose of a hearing aid.
110. List the parts of a hearing aid.
111. Explain the procedure for placing the hearing aid and checking the batteries.
112. Explain procedure of caring for and storing hearing aid.
113. Describe what is meant vital signs.
114. Explain the purpose of vital signs.
115. Identify observation made while performing vital signs.
116. Discuss the use of temperature as an indicator of body function.
117. Explain nursing measures to raise and lower the temperature of the body.
118. Describe the circulatory system as it relates to pulse, and identify the pulse sites.
119. Name factors that increase and decrease pulse.
120. Explain the qualities to observe in taking a pulse.
121. Discuss respiration.
122. Identify factors that increase or decrease the respiratory rate.
123. List steps in counting respiration and qualities of respiration to be observed.
124. Name three abnormal breathing patterns.
125. Describe the process for taking TPR as a one step procedure.
126. Describe what happens in the circulatory system to produce blood pressure.
127. List factors that increase or decrease blood pressure.
128. Identify parts of the blood pressure equipment.
129. Demonstrate the procedure for taking a blood pressure reading.
130. List the steps to record vital signs on chart, graph, and CNA notes.
131. Name units of measurement in the metric and household systems for weight, length, and liquid.
132. Identify common measuring equipment and describe steps to accurately convert common measurements between household and metric systems.
133. Accurately measure volume, length and weight using the metric system and household measurements.
134. Accurately convert traditional time (Greenwich time) to military time.

135. Discuss the reasons for collecting and studying sputum and describe the CNA's role in collecting a sputum specimen.
136. Define the CNA's role collecting specimen.
137. Describe the CNA's role in collecting a stool specimen.
138. List the principles related to bed making.
139. Locate and name the parts of a hospital bed.
140. Describe the operation of manual and electrical beds to raise and lower to specific positions.
141. Demonstrate the use of proper body mechanics while completing the bedmaking procedure.
142. Discuss ways to maintain the resident's environment.
143. Explain why enemas are given.
144. List general rules to follow when giving the resident an enema.
145. Describe the CNA's role in giving a rectal suppository.
146. List types and uses of gastrointestinal (GI) tubes.
147. Describe major nursing care activities for residents with nasogastric tubes.
148. Describe major nursing care activities for residents with gastrostomy tubes.
149. List reasons for using intravenous (IV) therapy.
150. Name nursing care activities for a resident with an IV.
151. Describe the importance of maintaining fluid balance in the body.
152. Discuss what is meant by "force fluids" and list ways to encourage a resident to increase fluid intake.
153. Know what is meant by "restrict fluids" and list ways to restrict a resident's fluid intake.
154. Identify the CNA's role when a resident is on nothing by mouth (NPO).
155. Explain the purpose of "intake" and "output."
156. Describe the procedure for measuring the amount of fluid taken in by the resident.
157. Demonstrate the procedure for measuring the amount of fluids excreted by the resident.
158. Apply methods for recording and reporting intake and output.
159. Identify reasons for the use of bandages and binders.
160. Describe materials used for dressings and bandages.
161. Explain the principles of bandaging.
162. List important observations related to bandages and dressings that should be reported to the nurse.
163. Indicate when and why elastic bandages are removed.
164. Demonstrate the use and method of applying antiembolic hose/elastic stocking (T.E.D. hose).
165. List five symptoms frequently associated with skin conditions.
166. Identify the CNA's role in applying non-prescription ointments, lotions, or powders.
167. Distinguish between skin conditions that the CNA can care for, and those that must be referred to the RN.
168. List the product names of five over-the-counter ointments, lotions, or powders that the CNA may apply to intact skin.
169. Relate the general rules the CNA should follow in applying an ointment, lotion, or powder.
170. Explain the role of a CNA in the admission of a resident of the facility.
171. Explain the role of a CNA in transferring a resident from one area to another within the facility.
172. Explain the role of a CNA in the discharge of a resident.
173. Discuss the body's need for food and fluids.
174. List five common nutrients and their food sources.
175. Evaluate the "food pyramid."
176. Describe the "vegan basic four" food groups.
177. Measure special nutritional needs of the elderly.
178. Recognize diets commonly ordered for residents in diet therapy, and the responsibilities of the CNA.
179. Demonstrate proper techniques for feeding residents.
180. List three reasons, other than medical, for dietary modifications.
181. Identify alternative ways to meet the need for food and fluids.
182. Employ observation and list the senses used to observe a resident.

183. Compare objective and subjective observations.
184. Contrast the difference between recording and reporting.
185. List types of charting documents and the use for each.
186. Illustrate procedures to use when recording on a resident's chart.
187. Identify word elements used in medical terms.
188. Identify medical terminology and abbreviations commonly used in medical facilities.
189. Understand the five stages of the grieving process.
190. Describe approaches to meet common emotional and spiritual needs of terminally ill residents and their families.
191. Give examples of rights of dying residents.
192. Describe the purpose of hospice care.
193. Differentiate between common signs of approaching death and biological death.
194. Identify care and comfort measures for dying residents.
195. Describe/demonstrate procedures and responsibilities for postmortem care.
196. Apply skills learned to apply, interview, and obtain an entry-level job.
197. List the "Six Pillars of Character", trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
198. Explain the three domains of our "Values".
199. Describe ethics.
200. List the 4 ethical principles of Trustworthiness.
201. List the 7 basic rules of Respect and two aspects of Respect
202. Identify the 12 major concepts of Responsibility
203. Define Fairness and list 2 aspects of Fairness.
204. List the elements of Caring.
205. List the 4 areas of Citizenship.
206. List the methods of pain assessment for cognitively impaired and cognitively intact residents.

INSTRUCTIONAL METHODS:

1. Lecture
2. Cooperative group learning
3. Demonstration
4. Modeling
5. Multi-media aids
6. Simulations

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Projects
2. Module tests, chapter tests, quizzes (t/f, multiple choice, fill-in, short answer, essay), and benchmark assessments.
3. Semester and Final Tests
4. Role-playing with class participation
5. Return demonstrations with lab
6. Actual work experience with residents in long term care
7. Written assignment utilizing medical terminology.
8. Comprehensive performance evaluation each semester.

Note: Student must achieve an accumulative 70% GPA in order to qualify to take the State Certification exam.

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	
	Lab/Theory	Clinical
INTRODUCTION	10	0
<ul style="list-style-type: none">• Class Objectives• Organization of Health Care Facilities<ul style="list-style-type: none">▪ Title 22/OBRA• Roles and responsibilities of Health Care Team• Qualities of Nurse Assistant/Certification• Medical Ethics/Confidentiality		
RESIDENT RIGHTS	10	1
COMMUNICATION/INTERPERSONAL SKILLS	10	1
<ul style="list-style-type: none">• Communications• Defense Mechanisms• Psychological/Emotional/Religious Needs• Attitudes toward Illness/Health• Family Interaction		
MEDICAL AND SURGICAL ASEPSIS	15	7
<ul style="list-style-type: none">• Microbiology• Transmission of Disease• Breaking the Infection Cycle• Infection Control• Handwashing• Standard Precautions• Sterilization and Disinfection• Linen Handling• Clean and Sterile Dressings		
BODY MECHANICS	20	4
<ul style="list-style-type: none">• Musculo-Skeletal Systems• Basic Rules of Body Mechanics• Movement and Ambulation• Positioning• Transfer Techniques• Mechanical Devices		
REHABILITATIVE	10	4
<ul style="list-style-type: none">• Nervous System• Rehabilitation• Devices, Equipment• Activities of Daily Living• Family Interactions• Complications of Inactivity• Range of Motion• Promotion of Potential• Ambulation		

PREVENTION AND MANAGEMENT OF CATASTROPHE AND UNUSUAL OCCURENCES	10	2
<ul style="list-style-type: none"> • Emergencies • Fire Safety • International Codes/ Disaster • Resident Safety • Nurse Assistant Role in Disaster/Emergency • Environmental Safety 		
RESIDENT CARE SKILLS	10	44
<ul style="list-style-type: none"> • Bathing/Medicinal Baths • Dressing/Undressing • Oral Hygiene • Hair Care, Shampoo, Medicinal Shampoo, Nail Care, Shaving • Prosthetic Devices • Skin Care • Elimination Needs • Bowel Care/Bladder Care/ Retraining 		
VITAL SIGNS	20	6
<ul style="list-style-type: none"> • Respiratory System • Temperature • Pulse • Respiration • Circulatory System • Blood Pressure • Purpose of Vital Signs • Oxygen Therapy • Factors Affecting Vital Signs • Normal Ranges • Methods of Measurement • Abnormalities • Recording 		
METRIC SYSTEM	10	1
<ul style="list-style-type: none"> • Length • Weight • Volume • Military Time 		
RESIDENT CARE PROCEDURES	30	14
<ul style="list-style-type: none"> • Specimens • Tubing, Urinary, Gastric, Oxygen • Intake and Output • Enemas, Laxatives, and Suppositories • Admission, Transfer, and Discharge • Bandages, Dry Dressings, and Topical Ointments • Bedmaking 		
NUTRITION	10	9
<ul style="list-style-type: none"> • Gastrointestinal System • Nutrition • Diet Therapy • Feeding Techniques 		

OBSERVATION AND CHARTING	10	4
<ul style="list-style-type: none"> • Principles of Observation • Data Collection and Reporting • Charting (Rules and Regulations) • Resident Care Plans • Organization of Time • Legal Issues • Medical Terminology 		
LONG TERM CARE RESIDENT	15	2
<ul style="list-style-type: none"> • Psychological Aspects of Aging • Spiritual Needs • Alzheimer's, Dementia, and Mental Illness • Physical, Behavioral Needs/ Changes • Community Resources • Recreational Needs • Common Diseases and Disorders • Introduction to Medical Terminology • Cells, Organs, Tissues • Body Systems, and Diseases • Cancer, and the Senses 		
DEATH AND DYING	10	2
<ul style="list-style-type: none"> • Grief and Its Stages • Religious and Emotional Needs • Hospice • Resident Rights • Coping • Signs of Approaching Death/Monitoring • Post Mortem Care • Emotional Needs of the Family 		
DIABETIC RESIDENT	10	1
<ul style="list-style-type: none"> • Endocrine system • Diseases and Treatment • Nursing Assistant Responsibilities 		
JOB SEEKING SKILLS	10	2
<ul style="list-style-type: none"> • Career Opportunities • Job Opportunities • Resume • Cover Letter • Application • Termination 		
CHARACTER COUNTS	36	0
TOTAL HOURS:	256	104

CAREER PREPARATION STANDARDS

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's workspace.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence

5. Identify and demonstrate effective interviewing techniques.

G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.