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## **LOS ANGELES HARBOR COLLEGE**

### **College Mission:**

Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.


**(Health Sciences- Certified Nursing Assistant/Home Health Aide)**

Unit Plan

2015 – 2016

**(Lynn Yamakawa, MSN, RN)  
Chairperson, Health Sciences**

Contact: **(310-233-4262)**

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## Unit Plan “Part A”

### 1. Assessment of Program Review:

CNAs provide basic patient care aimed at safety, comfort, personal hygiene, and protection of patients, primarily in long term care facilities (Certified Nursing Assistant Programs: A Survey of Community Colleges, 2014). The CNA course (5-units) consists of 50 hours of theory and 100 hours of clinical experience in sub-acute care and skilled nursing facilities in the surrounding community. It is approved by the Department of Health Services until November, 2015, at which time the Health Sciences division will submit to renew the approval. Upon the successful completion of the course, students are eligible to take the state certification examination for CNA. LAHC is one of 400 training sites approved in the state of California. Clinical rotations are limited by agency and/or state regulations and range from 1 instructor to 10-12 students, with a maximum of 15.

The college also has a 2-unit Home Health Aide (HHA) course that was put on suspension in Fall, 2011 due to budget restraints and which was offered for the first time after this hiatus in fall, 2013. The HHA course needed to be re-approved by the state after the hiatus and approval was granted until November, 2015, at which time the Health Sciences division will submit to renew the application. It consists of 24 hours of theory and 36 hours of clinical experience in assisted living agencies in the community. Upon the successful completion of the course, students are eligible to receive HHA certification from the state. Clinical rotations are limited by agency and/or state regulations and range from 1 instructor to 10-12 students, with a maximum of 15.


Both the CNA and HHA courses are considered CTE courses at the college. We feel that the CNA/HHA courses fulfill the mission of the college: “to foster learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity”

### 2. Activities to address program needs:

As of October, 2014, there were 152,494 CNAs in California. The Bureau of Labor Statistics predicts that this occupation is expected to grow by 22.5% over the next several years, mainly due to the aging of the population and the increased number of chronic diseases. There is a high turnover rate among CNAs (42.6% in 2012) which will affect the forecasted demand of this professional.

The requirements of the courses fit within the parameters and goals of Cal Works and The Warren Furutani Youth Center on campus. The Health Sciences division regularly presents opportunities to Cal Works students and has reached out to the Furutani Youth Center to recruit eligible students.

For the past two years, the CNA/HHA program has been the recipient of a RUPE Foundation grant, which enables the program to have a mentor/coach/tutor in the classroom to reinforce course content and skills. She has also implemented a comprehensive orientation program for

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students, which takes place before the class actually begins. Another change that has led to increased student success has been changing the testing venue from the American Red Cross to regional testing centers. Since the implementation of this grant-funded position, the retention rate in both courses has been 100% and the pass rate for first-time certification has been 100%.

The Los Angeles Community College District (LACCD) is the recipient of the Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant for 2013-2017. The Los Angeles Healthcare Competency to Career Consortium (LAHC3C) is a multi-college consortium project that has joined forces to create an innovative training model for trade impacted workers and other long-term unemployed persons in the greater Los Angeles area. The primary focus of the project is to develop competency-based, stacked and latticed programs of study, including a common foundation credential and Certificates of Achievement related to the health sciences professions. The CNA program was identified as a program in Tier 3: Certificates of Achievement. The plan would be to link the current CAN/HHA courses with a “core” allied health curriculum and to apply for state Certification upon completion. The Core Curriculum, consisting of 4 courses for a total of 7.5 units, was developed by a working committee in 2014. It has been approved by the District Curriculum Committee and the plan is to submit the courses for adoption in spring 2015 by the LAHC Curriculum Committee. This Core Curriculum would be implemented in fall 2015 to better prepare students entering any health care pathway.

The CNA/HHA programs are considered appropriate for expansion as Labor Market Data indicates future demand for this profession.

### **3. How are your program improvements associated with your SLOs:**

Course SLOs are assessed each semester. Results have been utilized to maintain the quality of the courses. Program SLOs indicate that 100% of students are able to pass the CNA Certification examination given by the state.


General findings for 2013-2014:

35 students were enrolled in the CNA course. 26 students were enrolled in the HHA course. One student dropped for personal reasons from the CNA program in spring 2014.

- 33 students registered and passed the CNA certification examination. 2 students chose not take the certification examination.
- 20 students are currently employed as CNAs (we did not receive a response from 7 students)
- 4 students are pursuing studies in Registered Nursing: 2 are in a nursing program; 2 are taking prerequisites

### **4. Staffing requirements:**

The CNA/HHA courses are affected by numerous state and federal regulations. Program Directors and Instructors must meet one of the following qualification requirements:

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- One (1) year nursing experience as a licensed nurse providing direct patient care in a long-term care facility in addition to one (1) year of experience planning, implementing, and evaluating educational programs in nursing, or
- Two (2) years of full time experience as a licensed nurse, at least one (1) year of which must be in the provision of direct patient care in a nursing facility

**5. Technological requirements:**

Classroom with computer capabilities; Computer laboratory; audio-visual equipment for viewing DVDs.

**6. Facilities requirements:**


Both courses require a classroom with computer and audio-visual capabilities. The courses also require a Skills laboratory with manikins and practice supplies. Supplies were recently updated with the RUPE grant from 2012-2013. The nursing building is more than adequate to deliver these courses.

**7. Implementation plan:**

There was a recent study done by the Health Workforce Initiative in conjunction with the Center For the Health Professions at UCSF which was published in November, 2104. The key findings of the study are reflective of the challenges that the CNA/HHA programs face as we look to the future:

- Community colleges (and our courses) do not have the capacity to meet CNA demand. We turn away eligible students most every semester due to clinical capacity.
- Shortages of clinical training sites present an ongoing challenge for CNA programs. We have recently reached out to long-term care facilities in our community; all of them were not interested in pursuing a partnership. We are in the process of forming an Advisory Committee to further dialog about this problem which will prevent the ability to expand the program.
- It is difficult to hire CNA instructors because of the state and federal requirements that they must possess.

These are issues that need to be address among all CNA programs and need to involve education and partners.

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## Unit Plan “Part B”

	<b>Approx. Yearly Cost (2015-2016)</b>
Divisions Core Personnel/Permanent Staff	10% Sr Office Assistant 10% Health Science Chairperson
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	0
Remaining sections to be assigned permanent staff per semester*	0
*as part of regular full load	

<b>Discipline: (Name of Discipline)</b>	<b>Approx. Yearly Cost (2015-2016)</b>
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)
	N 399A	Certified Nurse Assistant (theory)		1	0	1	D	1	0	1	D	
	N 399A	Certified Nurse Assistant (clinic)		3	0	3	D	3	0	3	D	
	N 399B	Home Health Aide		1	0	1	D	1	0	1	D	
	N 399B	Home Health Aide (clinic)		2	0	2	D	2	0	2	D	

\*\*For 2014-2015: Expand 1 clinic in CNA and 1 clinic in HHA

<b>Discipline: (Name of Discipline)</b>	<b>Approx. Yearly Cost (2014-15)</b>
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)

<b>Discipline: (Name of Discipline)</b>	<b>Approx. Yearly Cost (2014-15)</b>
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)



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Discipline: (Name of Discipline)	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)

Discipline: (Name of Discipline)	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	


Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)

Discipline: (Name of Discipline)	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)

<b>New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	
<b>New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	
<b>Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	

Other: Livescan (\$70 X 33 students) per semester: 4620.00

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## Unit Plan “Part C”

Offerings denoted as “C” above: that is, offerings mandated by law or other binding requirements per semester but not assigned to division permanent staff because no regular instructor is technically eligible for the assignment.

Discipline	Course #	Course	Units	Fall 14 sections offered:	Spring 2015 sections offered	Approx. Yearly Cost (2014-15)
	N 399A	Certified Nursing Assistant (theory)	4.78	1	1	17,208
	N 399A	Certified Nursing Assistant (clinic)	6	3	3	64,800
	N 399B	Home Health Aide (theory)	1	1	1	3600
	N 399B	Home Health Aide (clinic)	1.8	2	2	12960

Based on Instructor salary of \$90 an hour (includes benefits)

<b>New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	
<b>New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	
<b>Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	

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## Unit Plan “Part D”

Offerings denoted as 'D' in Part B along with essential non-instructional assignments and new equipment or supplies not provided for above, prioritized by the division as provided for here offerings denoted as 'D' in Part B.

Number of Items	Approx. Yearly Cost (2014-15)

Activity/Item Listings include all “Other Essential Activities” from each unit plan, along with currently unfunded ‘Core’ activities/items						Approx. Yearly Cost (2014-15)	Division priority	Rationale/ Supporting Information	<a href="#">2012 – 13 Educational Master Plan Master</a>	<a href="#">Supported by Data/SLOs</a>	<a href="#">Program Review Recommendations</a>	TOTAL
Planned “D” offerings carried over electronically from Part B as noted there accordingly.												
Discipline	Course #	Course	Units	Fall 14 sections offered:	Spring 2015 sections offered							