



Ohio Institute of Allied Health

School of Integrative Healthcare

School Catalog

Addendum

State Tested Nursing Assistant
Program (STNA)



Once you're in healthcare, you're always in demand!

Main Campus: 6245 Old Troy Pike, Huber Heights, Ohio 45424
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GENERAL PROGRAM INFORMATION

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Program Name :	State Tested Nursing Assistant (STNA)
Credential Awarded :	Certificate
Program Length :	5 weeks
Delivery Format :	On Campus

ALLIED HEALTH EDUCATION DEPARTMENT MISSION STATEMENT

The mission of the Allied Health Education Department is to prepare competent, ethical, and career-ready healthcare professionals who provide safe, evidence-based services within their respective scopes of practice. The department is committed to developing graduates who demonstrate technical proficiency, professional accountability, critical thinking, and compassionate client-centered care in accordance with applicable state regulations, national standards, and industry best practices.

Through rigorous instruction, hands-on laboratory experiences, supervised clinical education, and measurable learning outcomes, the department prepares graduates to meet the evolving healthcare needs of individuals, families, and communities across diverse healthcare settings. Allied health education within the department recognizes the biological, psychological, social, and cultural dimensions of patient care while emphasizing safety, quality, professionalism, effective communication, and interdisciplinary collaboration.

The department promotes lifelong learning, ethical decision-making, respect for human dignity, and continuous quality improvement to support graduates who contribute to exceptional patient care, improved healthcare outcomes, and the advancement of their respective professions.

ALLIED HEALTH EDUCATION DEPARTMENT GOVERNING VALUES

The following values govern educational practice within the Allied Health Education Department at the Ohio Institute of Allied Health. Faculty and administration ensure these values are integrated throughout the curriculum, reflected in student expectations, and serve as the professional foundation upon which graduates build their healthcare careers.

1. **Patient Safety** - The protection of patients from preventable harm is foundational. All instructional, laboratory, and clinical experiences emphasize safe practices, risk reduction, infection prevention, proper use of equipment, and adherence to established safety protocols.
2. **Evidence-Based Practice** - Educational and clinical instruction are grounded in current research, professional standards, regulatory requirements, and industry best practices to ensure graduates deliver high-quality, patient-centered care.

3. **Technical Competence and Clinical Decision-Making** – All curriculum is designed to develop the knowledge, technical skills, and critical thinking necessary for competent practice within each allied health profession. Students are expected to apply clinical knowledge accurately while recognizing the limits of their scope of practice.
4. **Professional Accountability** - Faculty and students demonstrate integrity, ethical behavior, personal responsibility, and professionalism in all academic and clinical settings. Graduates are expected to uphold the ethical standards and responsibilities of their respective professions.
5. **Respect for Human Dignity** - Patient care is delivered with compassion, cultural humility, and respect for the unique biological, psychological, social, and spiritual needs of every individual. The department fosters an inclusive learning environment that values diversity and promotes equitable healthcare.
6. **Interprofessional Collaboration** - Quality healthcare depends upon effective communication and teamwork. Students develop the skills necessary to collaborate respectfully and professionally to support optimal patient outcomes.
7. **Regulatory Compliance and Professional Standards** - The department operates in accordance with applicable federal and state laws, accrediting agency requirements, and profession-specific standards of practice.
8. **Excellence Through Continuous Quality Improvement** - The department is committed to ongoing evaluation and continuous improvement. Program effectiveness is assessed through measurable outcomes, stakeholder feedback, and data-informed decision-making to enhance student success and the quality of allied health education programs offered.

ALLIED HEALTH EDUCATION DEPARTMENT PHILOSOPHICAL FRAMEWORK

The Allied Health Education Department at the Ohio Institute of Allied Health is grounded in the belief that allied health professions dedicate themselves to providing safe, ethical, evidence-based, and patient-centered healthcare services. Allied health education prepares students to apply scientific knowledge, technical competence, critical thinking, and professional accountability in accordance with applicable state and federal regulations, profession-specific standards of practice, and established ethical principles.

The department affirms that allied health professionals play an essential role in the delivery of quality healthcare by contributing specialized knowledge and technical expertise that support the assessment, diagnosis, treatment, rehabilitation, and ongoing care of individuals across the lifespan. Practice is informed by the biological and behavioral sciences while recognizing the psychological, social, cultural, and spiritual dimensions of health. Through this integrated perspective, graduates contribute to health promotion, disease prevention, accurate diagnosis, therapeutic intervention, and improved patient outcomes.

Contemporary allied health practice requires the ability to gather and interpret information, apply critical thinking, perform technical skills with precision, communicate effectively, and make sound decisions within the individual's defined scope of practice. The educational process emphasizes the development of clinical competence, technical proficiency, professional judgment, and collaboration with interdisciplinary healthcare teams. Classroom instruction, laboratory experiences, simulation, and supervised clinical education are intentionally integrated to prepare graduates for entry-level practice and lifelong professional growth.

The Allied Health Education Department is committed to maintaining a culture of accountability and continuous quality improvement. Program effectiveness is evaluated through systematic analysis of student learning outcomes, credentialing or certification examination performance when applicable, completion rates, graduate and employer feedback, and other established measures of program quality. Data derived from these measures guide curriculum development, instructional effectiveness, and ongoing program improvement to ensure graduates are prepared to meet the evolving needs of healthcare with competence, professionalism, and integrity.

LMRMA PROGRAM LEARNING OUTCOMES

1. Demonstrate safe and effective basic nursing assistant skills in accordance with state guidelines and facility protocols.
2. Provide appropriate personal care to patients, including assistance with activities of daily living such as hygiene, grooming, mobility, feeding, and elimination.
3. Communicate effectively and professionally with patients, families, and members of the healthcare team while maintaining patient dignity and respect.
4. Apply infection control principles and safety procedures to prevent the spread of disease and ensure a safe care environment.
5. Accurately measure and report basic patient vital signs and observe and document changes in patient condition.
6. Demonstrate understanding of resident rights, patient confidentiality, and ethical responsibilities in healthcare settings.
7. Assist nursing staff with routine clinical tasks while functioning within the STNA scope of practice.
8. Recognize and respond appropriately to emergencies or changes in patient condition, following established protocols.
9. Demonstrate professional behavior, reliability, and accountability in long-term care, hospital, and other healthcare environments.
10. Prepare for successful completion of the Ohio State Tested Nursing Assistant competency examination and entry-level employment in the healthcare field.



CURRICULUM INFORMATION

COURSE SEQUENCING

Course name	Theory clock hours	Lab clock hours	Clinical clock hours	Total Program clock hours	Total Program credit hours
Quarter 1					
STNA 110 Nursing Assistant Training	38	38	16	92	6
TOTALS (Program)	38	38	16	92	6

COURSE DESCRIPTIONS

STNA 110 Nursing Assistant Training

38 theory hours / 38 lab hours /16 clinical hours / 6 credit hours

Course Description: This course introduces beginning knowledge and skills that serve as the foundation for a career as a nursing assistant. Students will learn fundamental patient care concepts and skills necessary to work effectively under the supervision of a licensed nurse. The course emphasizes safe, competent, and compassionate care for clients across the lifespan. Students will develop skills in basic patient care, communication, safety, infection control, and documentation, utilizing Mosby's Textbook for Nursing Assistants as the primary resource.