



ARIZONA WESTERN COLLEGE

Nursing Programs

Nursing Assistant Program CURRICULUM

Rev: 11/2011

Source: Arizona State Board of Nursing, Educational Resources, CNA Curriculum

Textbook: Carter, P.J., Lippincott’s Textbook for Nursing Assistants, 3rd ed., 2012
 Carter, P.J., Lippincott’s Workbook for Nursing Assistants, 3rd ed., 2012

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
1.0 Competency: Functions as a member of the health team within the health care facility and/or community./ Time Allotted for Competency: 6 hr			
	<p>1.1 Identifies essential functions of the health care facility and states the differences between acute, long-term, assisted living, home care and hospice.</p> <p>1.2 Explains the essential duties of the nursing team within a care facility.</p> <p>A. Identifies the essential function of the RN. B. Identifies the essential function of the LPN. C. Identifies the essential function of the nurse assistant. D. Discuss the elements of a functioning team. E. Works with other members of the team e.g., physician, dietician, Dietary Technician, Physical Therapist, Nurse Practitioner, speech therapist and Social Worker</p> <p>1.3 Explains the nursing assistant role as outlined in the different regulatory and professional guidelines.</p> <p>1.4 Describes the delegation process.</p> <p>1.5 Demonstrates professional work habits and time management skills.</p>	<p>Functions, similarities, difference in the following:</p> <p>A. Acute care B. Long-term care C. Assisted Living D. Home care E. Rehabilitation F. Hospice.</p> <p>Functions and duties of nursing personnel:</p> <p>A. RN B. LPN C. Nurse Assistant D. Organization structure E. Working with other members of the team e.g., physician, dietician, Dietary Technician, Physical Therapist, Nurse Practitioner, speech therapist and Social Worker</p> <p>Regulatory agencies and professional guidelines.</p> <p>A. Omnibus Budget Reconciliation Act (OBRA) B. Arizona State Board of Nursing prescribed requirements for certification C. Arizona State Board of Nursing prescribed requirements for recertification D. Standards of conduct (R4-19-814) E. Ethics in the workplace F. Informed consent G. Advanced Directives/ do not resuscitate</p> <p>Delegation process:</p> <p>A. Responsibility and accountability in delegation B. Factors affecting delegation C. 5 Rights of delegation D. Accepting and refusing delegation</p> <p>Guiding principles:</p> <p>A. Time management skills B. Application in the work setting</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 1: Introduction to Health Care Agencies • Chapter 2: The Nursing Assistant • Chapter 4: Work Ethics • Arizona State Board of Nursing, Nurse Practice Act - Rules: Article 8. Certified Nursing Assistants <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters.

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	1.6 Demonstrates appropriate stress relieving techniques.	C. Realistic resident care assignment load Guiding principles: A. Stress management techniques B. Application in the work setting	
2.0	Competency: Demonstrates ethical and legal behavior that maintains resident's rights./ Time Allotted for Competency: 2 hrs		
	<p>2.1 Demonstrates ethical and legal behavior by maintaining the standards set forth for the health care professions.</p> <p>A. Explains the functions, roles responsibilities and legal limits of nursing assistant/practice.</p> <p>B. Discuss the regulatory boards, state and federal statutes, rules and regulations, standards and legal and advisory opinions that affect the practice of the nursing assistant.</p> <p>C. Explains state certification and renewal requirements for CNAs – include criminal conduct.</p> <p>D. Identifies the standards of conduct that the nurse assistant must maintain in their daily care of residents.</p> <p>E. Demonstrates professional behaviors.</p> <p>F. Accurately utilizes vocabulary words/terms related to ethical/legal behavior and resident rights.</p>	<p>Regulatory agencies and professional guidelines</p> <p>A. Concepts of ethical and legal behavior for healthcare professional (emphasis on nursing assistant standards)</p> <p>B. Functions, roles, limits and state certification process under the Arizona State Board of Nursing <i>Standards of Conduct for Nursing Assistants</i>; Federal laws regulating standards of care/conduct (Omnibus Budget Reconciliation Act – OBRA); Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and Occupational Safety and Health Administration standards (OSHA)</p> <p>C. Nursing Assistant Certification</p> <ol style="list-style-type: none"> 1. AZBN Basic Educational Requirements 2. Process for initial certification 3. Felony Bar – criminal conduct 4. Certification renewal requirements <p>D. Standards of conduct</p> <ol style="list-style-type: none"> 1. Federal 2. Arizona Standards of Conduct for Nursing Assistants 3. JCAHO standards 4. OSHA standards <p>E. Characteristics of professional behavior (examples such as):</p> <ol style="list-style-type: none"> 1. Caring 2. Competent 3. Conscientious (including personal hygiene) 4. Courteous 5. Dependable/Timely 6. Honest 7. Team player <p>F. Key Terms</p> <ol style="list-style-type: none"> 1. Abandonment 2. Abuse <ol style="list-style-type: none"> a. Physical abuse b. Sexual abuse c. Verbal abuse 	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 2: The Nursing Assistant • Chapter 3: Ethics and Laws • Chapter 17: The Person's unit (Objective 2.7) • Chapter 13: Promoting a Restraint-Free Environment (Objective 2.10) • Chapter 48: Assisted Living (Objective 2.11) • Chapter 26: Exercise and Activity (Objective 2.12) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters.

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	<p>2.2 Interprets, explains and applies the Resident's Bill of Rights.</p>	<ul style="list-style-type: none"> d. Emotional abuse <ul style="list-style-type: none"> • Threats • Humiliation e. Involuntary seclusion f. Financial abuse 3. Advance Directive 4. Advocate 5. Assault 6. Battery 7. Code of conduct 8. Defamation of character <ul style="list-style-type: none"> a. Slander b. Libel 9. Dual relationship & professional boundaries 10. Ethics 11. False imprisonment 12. Informed consent 13. Invasion of privacy 14. Neglect <ul style="list-style-type: none"> a. physical neglect b. psychosocial neglect 15. Ombudsman 16. Privacy <ul style="list-style-type: none"> a. Personal b. Visits c. Telephone conversations d. Information about care 17. Quality of Life 18. Restraints <ul style="list-style-type: none"> a. Chemical restraints b. Physical restraints 19. Self-Determination Act 20. Standards of Care 21. Theft <p>Principles and rationale of Resident's Rights (Right to...)</p> <ul style="list-style-type: none"> A. Free choice B. Freedom from abuse and restraints C. Privacy D. Confidentiality of personal and clinical records (Health 	

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	<p>2.3 Provides for resident privacy.</p> <p>A. Describes the resident’s right to privacy.</p> <p>B. Explains how the nursing assistant can help the resident maintain the right to privacy.</p> <p>2.4 Maintains resident confidentiality.</p> <p>A. Describes the resident’s right to confidentiality.</p> <p>B. Identifies how the nursing assistant can protect the resident’s right to confidentiality.</p> <p>2.5 Promotes the resident’s right to make personal choices to accommodate their needs.</p> <p>A. Describes the resident’s right to personal choice.</p> <p>B. Offers choices when caring for residents.</p> <p>2.6 Gives assistance in resolving grievances and disputes.</p> <p>A. Describes the resident’s right to voice disputes and grievances.</p> <p>B. Explains the role of the nursing assistant when residents voice concerns, complaints or questions about treatment or care.</p>	<p>Insurance Portability and Accountability Act - HIPAA standards)</p> <p>E. Accommodation of needs</p> <ol style="list-style-type: none"> 1. Physical 2. Psychosocial <p>F. Organize and participate in family & resident groups</p> <p>G. Participate in social, religious and community activities</p> <p>H. Examine survey results and correction plans</p> <p>I. Manage personal funds</p> <p>J. Information about eligibility for Medicare/Medicaid benefits</p> <p>K. File complaints about abuse, neglect or misappropriation of property</p> <p>L. Information about advocacy groups</p> <p>M. Immediate & unlimited access to family or relatives</p> <p>N. Share a room with partner/intimacy</p> <p>O. Perform or not perform work for the facility</p> <p>P. Remain in the facility</p> <p>Q. Use personal possessions</p> <p>R. Notification of change in condition</p> <p>Principles and rationale of right to privacy:</p> <p>A. Review methods to maintain privacy (i.e. not taking VS in public areas such as the dining room).</p> <p>B. Maintaining privacy while performing resident care.</p> <p>Principles and rationale of maintaining confidentiality:</p> <p>A. HIPAA regulations on confidentiality “unintended receiver”.</p> <p>B. Methods to protect the resident’s right to confidentiality.</p> <p>Principles and rationale of promoting resident’s personal choices:</p> <p>A. Guidelines, examples situations describing the right to choose.</p> <p>B. Methods to protect the resident’s rights to make personal choices.</p> <p>Guidelines in resolving grievances.</p> <p>A. Key terms and concepts:</p> <ol style="list-style-type: none"> 1. Grievance 2. Ombudsman 3. Resident’s Council <p>B. Methods to resolve grievances and disputes within the nursing assistant role.</p>	

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	<p><u>2.7</u> Maintains care and security of resident's personal possessions.</p> <p>A. Describes the resident's right related to the care and security of personal possessions.</p> <p>B. Explains the role of the nursing assistant in safeguarding resident's personal possessions.</p> <p><u>2.8</u> Promotes the resident's right to be free from abuse, mistreatment and neglect.</p> <p>A. Explains the role of the nursing assistant in protecting the resident from abuse, mistreatment and neglect.</p> <p>B. Describes types of elderly abuse.</p> <p>C. Identifies signs of abuse.</p> <p><u>2.9</u> Reports any instance of abuse, mistreatment or neglect to the appropriate supervisor.</p> <p>A. Discuss the legal requirement and consequences for failure to report abuse, mistreatment or neglect.</p> <p>B. Reviews appropriate methods and chain of command to report instances of abuse, mistreatment or neglect.</p> <p><u>2.10</u> Utilizes interventions that minimize the need for restraints.</p> <p>A. Identifies ethical and legal issues in the use of restraints.</p> <p>B. Describes the resident's right to be free of restraints.</p> <p>C. Identifies the role of the nursing assistant in helping to keep the resident free from restraint.</p> <p>D. Provides for resident's basic needs and re-applies restraints as appropriate.</p> <p>E. Observes and reports resident's status while in protective devices.</p>	<p>Security of residents' personal possessions.</p> <p>A. Principles and rationale of safeguarding residents' personal possessions.</p> <p>B. Methods to care and secure residents' possessions.</p> <ol style="list-style-type: none"> 1. Safe for valuables 2. Labeling personal items and containers. <p>Principles and rationale of protecting resident from abuse, mistreatment and neglect:</p> <p>A. Signs of abuse, mistreatment and neglect.</p> <p>B. Methods to protect the resident from abuse, mistreatment and neglect.</p> <p>C. Signs of resident abuse.</p> <p>Principles and rationale to report abuse, mistreatment or neglect:</p> <p>A. OBRA and state requirements</p> <ol style="list-style-type: none"> 1. Employee responsibility 2. Consequences for failure to report. <p>B. Methods to report abuse, mistreatment or neglect:</p> <ol style="list-style-type: none"> 1. Chain of Command 2. Facility policy 3. Community agencies <p>Principles and rationale for the appropriate use of restraints.</p> <p>A. Ethical and legal issues of using restraints.</p> <ol style="list-style-type: none"> 1. JCAHO guidelines 2. Physician orders 3. Release restraints every 2 hours and document 4. Methods to avoid using restraints <p>B. Right to be free from restraint</p> <ol style="list-style-type: none"> 1. Informed consent 2. Least restrictive form 3. Types of restraints <ol style="list-style-type: none"> a. Physical b. Chemical c. Active restraint d. Passive restraint <p>C. Alternative to restraints.</p> <ol style="list-style-type: none"> 1. Diversion 2. Company 3. Activities 	

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	<p>2.11 Promotes resident independence.</p> <p>A. Describes the resident’s right related to self determination, self care and independence.</p> <p>B. Identifies actions nursing assistants may take to promote resident independence.</p> <p>2.12 Assists residents to participate in activities.</p> <p>A. Describes the resident’s right to participate in family and group activities.</p> <p>B. Provides for activities of daily living and restorative activities for clients.</p>	<p>4. Exercise</p> <p>5. Basic needs met</p> <p>6. Other</p> <p>D. Care of resident in restraint</p> <p>1. observe according to protocols</p> <p>2. restraint removed, person repositioned, basic needs met at least every 2 hours</p> <p>E. Agency guidelines for checking resident and documentation Guidelines to support resident’s independence.</p> <p>A. Principles and rationale of promoting resident independence.</p> <p>B. Methods to promote resident’s independence.</p> <p>Guidelines to support resident’s involvement in activities.</p> <p>A. Principles and rationale of assisting resident to participate in activities.</p> <p>1. Activities of Daily Living</p> <p>2. Family meetings</p> <p>B. Methods to assist resident to participate in activities.</p>	
3.0 Competency: Assists in identifying the mental health and social service needs of residents./ Time Allotted for Competency: 4 hrs			
	<p>3.1 Discuss basic human needs of the individual.</p> <p>A. Identifies basic human needs throughout the lifespan, including physical, socio-cultural, social service and mental health needs.</p> <p>B. Identifies the developmental tasks associated with the aging process</p> <p>C. Describes mental status and behavior changes.</p> <p>D. Identifies the role of the elderly in the home and community, including cultural and religious aspects.</p> <p>3.2 Explains how cultural and spiritual attitudes may influence psychological responses.</p> <p>A. Identifies ways to accommodate cultural and</p>	<p>Basic Human Needs</p> <p>A. Maslow’s hierarchy and Erickson’s development stages</p> <p>B. Basic human needs of the adult moving from middle adulthood through late adulthood.</p> <p>1. The young-old: 60-74 years</p> <p>2. The middle-old: 75-84 years</p> <p>3. The old-old: older than 85 years</p> <p>C. Mental and behavior changes</p> <p>1. Impact of restrictions such as reduced income on psychosocial relationships.</p> <p>2. Changes due to disease process and aging</p> <p>D. Role of elderly in home and community.</p> <p>1. Cultural and religious outlooks about older adults.</p> <p>2. Changing family dynamics throughout aging.</p> <p>3. Housing options as aging progresses.</p> <p>4. Impact of retirement and increased time and availability.</p> <p>Examples of cultural and spiritual preferences and responses that may influence the approach to caring for the resident.</p> <p>A. Health care beliefs.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Chapter 9: Growth and Development Chapter 10: Care of the older Person Chapter 43: Mental Health Problems (Objective 3.3, 3.4, 3.5) Chapter 46: Sexuality (objective 3.6, 3.7) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters.

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>spiritual differences.</p> <p>B. Identifies the nursing assistant's role in respecting cultural and spiritual differences.</p> <p>3.3 Identifies sources of stress common to residents.</p> <p>A. Defines stress.</p> <p>B. Explains the difference between mental health and mental illness.</p> <p>C. Identifies nursing assistant's responsibility of reporting signs and symptoms of stress and/or inappropriate coping mechanisms to supervisor.</p> <p>3.4 Provides appropriate care for residents with mental health problems.</p> <p>3.5 Modifies own behavior in response to resident behavior.</p> <p>A. Identifies the nursing assistant's role in maintaining a respectful attitude for the person who displays difficult behavior.</p> <p>B. Identifies at least three effective approaches to managing difficult behavior of residents.</p> <p>3.6 Describes ways that residents may be expressing their normal sexuality.</p> <p>A. Identifies common myths related to sexuality.</p> <p>B. Identifies nursing assistant's responsibility of reporting inappropriate expressions of sexuality to supervisor.</p> <p>3.7 Facilitates the resident's expression of needs and provides supportive communication.</p> <p>A. Assists and encourages residents to be independent in the activities of daily living.</p>	<p>B. Sick care practices.</p> <p>C. Family members' roles.</p> <p>Basic concepts of Mental Health.</p> <p>A. Definition of stress.</p> <p>B. Definition of mental health.</p> <p>C. Common causes of stress related to life stages.</p> <ol style="list-style-type: none"> 1. Signs and symptoms of stress 2. Common coping mechanisms 3. Potential for self harm <p>Care for residents with common mental health problems.</p> <p>A. Anxiety</p> <p>B. Depression</p> <p>C. Affective disorders</p> <p>D. Schizophrenia</p> <p>E. Substance abuse</p> <p>F. Eating disorders</p> <p>G. Potential for self-harm</p> <p>A. Nursing assistant role when interacting with residents exhibiting difficult behavior.</p> <p>B. Effective approaches to managing difficult behaviors of residents.</p> <ol style="list-style-type: none"> 1. Distraction. 2. Relaxation techniques 3. Calm environment 4. Adjusting time of care 5. Encouraging family participation <p>Appropriate and inappropriate expressions of sexuality.</p> <p>A. Common myths.</p> <p>B. Reporting responsibilities related to sexuality.</p> <p>Various communication methods and enhancing two-way exchange of ideas and responding to needs.</p> <p>A. Supporting choices and control in activities of daily living.</p> <p>B. Adaptation of personal care to accommodate resident</p>	

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	<p>B. Modifies care to accommodate resident values, customs, preferences or habits.</p> <p>C. Utilizes resident's family as a source of resident emotional and/or spiritual support.</p>	<p>preferences.</p> <p>C. Family participation in supporting the resident to strive towards common goals.</p>	
[4.0] Competency: Demonstrates effective communication. / Time Allotted for Entire Competency: 2 hrs			
	<p>4.1 Uses verbal and nonverbal communication to accurately present information.</p> <p>A. Uses appropriate medical terminology and abbreviations.</p> <p>B. Communicates with members of the healthcare team.</p> <p>C. Communicates with residents and family.</p> <p>4.2 Responds effectively to resident's behavior in a positive non-threatening way.</p> <p>A. Identifies communication guidelines.</p> <p>B. Identifies barriers to communication.</p> <p>4.3 Observes and describes resident's physical and emotional condition changes.</p> <p>A. Identifies subjective observations.</p> <p>B. Identifies objective observations.</p> <p>C. Identifies emergencies.</p> <p>4.4 Demonstrates communication skills with the resident who has sensory deficits.</p> <p>A. Demonstrates effective communication with hearing impaired resident.</p> <p>B. Demonstrates effective communication with the visually impaired resident.</p> <p>C. Demonstrates effective communication with the aphasic resident.</p> <p>D. Demonstrates effective communication with the cognitively impaired resident.</p> <p>E. Communicating with the comatose resident.</p> <p>F. Demonstrates effective communication with the physically aggressive resident.</p> <p>G. Demonstrates effective communication with the verbally aggressive resident.</p>	<p>Communication concepts:</p> <p>A. Medical terminology and abbreviations.</p> <p>B. Types of communication</p> <p>C. Chain of command.</p> <p>D. Communication techniques</p> <p>E. Conflict management</p> <p>Principles of positive communication.</p> <p>A. Communication guidelines.</p> <p>B. Barriers to communication.</p> <p>Key concepts for recognizing changes to report.</p> <p>A. Subjective observations.</p> <p>B. Objective observations.</p> <p>C. When to report.</p> <ol style="list-style-type: none"> 1. Emergencies versus routine observations. 2. Timeliness of reporting observations. <p>Communication skills for residents with a sensory deficit.</p> <p>A. Guidelines for communicating with the hearing impaired.</p> <p>B. Guidelines for communicating with the visually impaired.</p> <p>C. Guidelines for communicating with the aphasic resident.</p> <p>D. Guidelines for communicating with the cognitively impaired resident.</p> <p>E. Guidelines for communicating with the comatose resident.</p> <p>F. Guidelines for communicating with the physically aggressive resident.</p> <p>G. Guidelines for communicating with the verbally aggressive resident.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 5: Communicating With the Health Team • Chapter 6: Assisting With the Nursing Process • Chapter 7: Understanding the Person <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Complete a resume • Job interview (Done last class day)
[5.0] Competency: Maintains a safe environment for the resident and others. / Time Allotted for Competency: 2 hrs			
	<p>5.1 Identifies ways to promote safety and handle</p>	<p>Principles of environmental safety.</p>	<p><u>Read:</u></p>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>non-medical emergencies.</p> <p>A. Explains safety and risk management principles and concepts.</p> <p>B. Adheres to safety policies and plans of the facility.</p> <p>C. Describes how to use safety equipment.</p> <p>5.2 Identifies environmental safety hazards and methods used to prevent accidents.</p> <p>A. Identifies environmental safety hazards.</p> <p>B. Identifies common measures and principles to prevent accidents.</p> <p>C. Identifies the common types of injuries occurring in health care facilities.</p> <p>D. Utilizes measures to identify risk factors and prevent falls.</p> <p>E. Identifies the common causes of accidents related to the older adult.</p> <p>F. Describes age related safety measures.</p> <p>G. Identifies nursing assistant's responsibility of reporting potential situations to the supervisor.</p>	<p>A. Concepts to understand</p> <ol style="list-style-type: none"> 1. Safety 2. Risk management 3. Accident/incident reporting 4. Safety hazards <p>B. Environmental safety plans, policies, procedures and their purposes.</p> <ol style="list-style-type: none"> 1. Safety/risk management 2. Disaster plans 3. Bomb threat 4. Infection control procedures 5. Hazard communication 6. Radiation protection measures 7. Fire plan 8. Evacuation plan (floor/exit plan) 9. Toxic chemical and material safety data sheets (MSDS) protocols 10. Oxygen Usage <p>C. Safety Equipment</p> <ol style="list-style-type: none"> 1. Fire extinguishers 2. Eye wash station 3. Other <p>A. Environmental safety hazards.</p> <ol style="list-style-type: none"> 1. Wet floors 2. Cluttered paths of travel 3. Unlocked wheels 4. Side rails (suffocation/asphyxia) 5. Bed elevation 6. Improper shoes or dress 7. Slippery surfaces 8. Out-of-reach items 9. Dim/reduced lighting 10. Frayed cords 11. Improper use of assistive devices 12. Hot liquids/food 13. Smoking 14. Exposure to weather 15. Uncontained chemicals 16. Sharps 	<ul style="list-style-type: none"> • Chapter 11: Safety • Chapter 12: Preventing Falls • Chapter 36: Rehabilitation and Restorative Nursing Care <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Applying a transfer/gait belt • Helping the falling per <p><u>Clinical experience: 6 hrs</u></p>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>5.3 Identifies safety measures to prevent workplace violence.</p> <p>A. Identifies common measures to prevent workplace violence.</p> <p>B. Identifies nursing assistant’s responsibility of reporting potential situations for violence in the workplace.</p> <p>5.4 Describe measures to provide rehabilitation and restorative nursing care.</p>	<p>17. Gas leaks</p> <p>B. Preventive measures guiding principles to prevent accidents.</p> <ol style="list-style-type: none"> 1. Gentleness 2. Slow and ‘steady as she goes’ 3. Eliminate/control of safety hazards 4. ACT (awareness, correction, take precautions) 5. Inter-department communication <p>C. Common injuries in health care facilities.</p> <ol style="list-style-type: none"> 1. Sharp object injuries/skin tears 2. Muscle strains and sprains 3. Bruises <p>D. Falls</p> <ol style="list-style-type: none"> 1. Prevention 2. Assisting the falling resident 3. Care of the resident after falling <p>E. Common causes of accident in the older population.</p> <p>F. Age related safety measures.</p> <p>G. Accident/Incident Reports/Supervisory notification.</p> <p>Measures to prevent or control workplace violence</p> <p>A. Environmental systems</p> <p>B. Facility policies and procedures.</p> <ol style="list-style-type: none"> 1. Visitors sign-in 2. Identification badges for staff 3. Timely communication 4. Personal safety practices. <p>Measures to provide rehabilitation and restorative care.</p> <p>A. Physical aspects</p> <p>B. Psychological and social aspects</p> <p>C. Programs and services</p> <p>D. Quality of life</p>	
[6.0] Competency: Demonstrates general principles of infection control. / Time Allotted: 1 hr			
	<p>6.1 Describes measures that promote infection prevention and control.</p> <p>A. Explains the key infection control concepts and terms.</p> <p>B. Explains the chain of infection.</p> <p>C. Defines the infectious process and identifies modes of transmission.</p> <p>D. Identifies signs and symptoms of infection.</p>	<p>Infection prevention and control.</p> <p>A. Key infection control concepts and terms.</p> <ol style="list-style-type: none"> 1. Types of microbes 2. Infectious process 3. Infection control 4. Body substances 5. Biohazard wastes 6. Exposure report 	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 14: Preventing Infection <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters.

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		F. Work control practices G. Engineered controls H. Education	
[7.0] Competency: Provides basic emergency care. / Time Allotted: 2 hrs			
	7.1 Applies principles of basic emergency care in resident care. A. Identifies the goals of emergency care and first aid. B. Describes signs of medical emergencies. 7.2 Demonstrates knowledge of basic first-aid principles. 7.3 Responds to emergency situations. 7.4 Identifies specific types of emergencies, responds and reports according to recognized standards of care.	Basic emergency care A. Goals of emergency care procedures and first aid. B. Signs of medical emergencies. Basic first-aid principles Emergency procedures for healthcare provider A. Cardiopulmonary resuscitation (CPR) B. Automated External Defibrillator (AED) C. Abdominal-thrust maneuver Types of emergencies and standards of care for each type. A. Asphyxia B. Choking C. Chest pain D. Cardiac arrest E. Stroke/TIA F. Hemorrhage G. Anaphylaxis H. Seizures I. Shock/Fainting J. Burns K. Poisonings	<u>Read:</u> <ul style="list-style-type: none"> Chapter 49: Emergency Care <u>Assignment:</u> <ul style="list-style-type: none"> Complete related Workbook chapters. <u>Lab:</u> <ul style="list-style-type: none"> Role playing & Review of CPR concepts
8.0 Competency: Applies the principles of basic nutrition to resident care. / 2 hrs			
	8.1 Identifies principles of nutrition. A. Identifies the six basic essential nutrient groups and their use in the body. B. Identifies and describes the basic food groups (Food Pyramid). C. Describes physiologic need for nutrients. D. Describes examples of serving sizes.	Principles of nutrition needs. A. Six basic essential nutrient groups. <ol style="list-style-type: none"> Carbohydrates Fats Proteins Vitamins Minerals Water B. Food Pyramid C. Physiological functions/purposes of the six essential nutrients.	<u>Read:</u> <ul style="list-style-type: none"> Chapter 23: Nutrition and Fluids <u>Assignment:</u> <ul style="list-style-type: none"> Complete related Workbook chapters. <u>Lab:</u>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>8.2 Recognizes personal, cultural, religious and medical conditions leading to variations in the diet.</p> <p>8.3 Describes contributory factors and remedies to address age related dietary problems.</p> <p>A. Gives examples of age related factors that influence adequate dietary intake.</p> <p>B. Describe situational factors that influence/interfere with adequate intake.</p> <p>C. Provides care to assist in meeting dietary needs of residents.</p>	<p>D. Serving sizes for each food group (not just serving size listed on package)</p> <p>Personal preferences for food based on:</p> <p>A. Personal choices</p> <p>B. Cultural choices</p> <p>C. Religious teachings</p> <p>D. Personal preferences for food preparation.</p> <p>E. Food allergies/intolerances</p> <p>Dietary concerns</p> <p>A. Dietary problems of seniors, including signs and symptoms</p> <ol style="list-style-type: none"> 1. Loss of appetite 2. Reduced sense of taste 3. Loss of dentation 4. Denture problems 5. Dehydration 6. Malnutrition 7. Severe weight loss 8. Severe weight gain <p>B. Situational factors</p> <ol style="list-style-type: none"> 1. Ileostomies 2. Dysphagia 3. Confusion 4. Medications 5. Depression 6. Grief 7. Immobility 8. Medical problems <p>C. Aspects of nursing assistant care.</p> <ol style="list-style-type: none"> 1. Socialization 2. Atmosphere 3. Presentation of food 4. Variety of seasonings 5. Oral inspection and hygiene 6. Denture care 7. Adequate fluid intake using a variety of fluids 8. Comfort foods 9. Thickened liquids 10. Liberalized diets 	<ul style="list-style-type: none"> • Feeding the Dependent Resident

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>8.4 Provides and restricts fluids as ordered.</p> <ul style="list-style-type: none"> A. Identifies need for adequate hydration. B. Lists sources for fluid intake. C. Explains the importance of and calculates accurate intake and output and food consumption D. Lists sources of fluid output. <p>8.5 Demonstrates care for residents who have an inability to obtain adequate nutrition or fluid independently.</p> <ul style="list-style-type: none"> A. Provides food and fluids to residents. B. Provides adequate nutrition for cognitively impaired residents. C. Observes and records food and fluid intake as ordered. <p>8.6 Identifies therapeutic diets.</p> <ul style="list-style-type: none"> A. Identifies types of food consistencies. B. Identifies the conditions for which therapeutic 	<p>Adequate hydration</p> <ul style="list-style-type: none"> A. Need for adequate hydration and thirst mechanism B. Sources of fluids <ul style="list-style-type: none"> 1. Oral fluids 2. Food 3. Intravenous fluids C. Measuring intake and output. <ul style="list-style-type: none"> 1. Measurement conversions 2. Equivalents 3. Math skills 4. Intake – oral and food 5. Output D. Sources of fluid excretion. <ul style="list-style-type: none"> 1. Lungs 2. Skin 3. Kidneys 4. Intestines <p>Nursing assistant responsibilities to promote adequate fluid and food intake.</p> <ul style="list-style-type: none"> A. Tasks that may be performed by the CNA to promote adequate fluid and food intake <ul style="list-style-type: none"> 1. Before meal hygiene 2. Position of resident to prevent aspiration 3. Serving food trays 4. Feeding a resident 5. Use of assistive devices for feeding/drinking 6. Adequate fluid intake or restricting fluids as ordered 7. Encouraging independence while feeding/drinking 8. Post meal hygiene 9. Returning used food trays to dietary cart B. Cueing, hand-over-hand, setting up tray, removing unnecessary utensils, finger foods, environment changes in preferences. C. Observations and reporting and estimating percentage of food intake. <p>General and therapeutic diets.</p> <ul style="list-style-type: none"> A. Food consistencies <ul style="list-style-type: none"> 1. Regular 	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>diets are prescribed.</p> <p>C. Identifies alternate feeding methods.</p>	<ol style="list-style-type: none"> 2. Soft mechanical 3. Puree 4. Liquid <p>B. Types and rationale for therapeutic diets</p> <ol style="list-style-type: none"> 1. Clear liquid 2. Full liquid 3. Soft 4. Bland 5. Low sodium 6. Cardiac 7. Counting carbohydrates 8. Regular 9. Renal diet 10. Special nutritional diet 11. High fiber vs. low fiber 12. Alternative/ Supplementary nutrition examples <p>C. Alternate feeding methods.</p> <ol style="list-style-type: none"> 1. Types of feeding tubes 2. Care associated with feeding tubes 3. Care associated with IV lines 	

[9.0] Competency: Provides the resident with personal care and grooming. / Time Allotted: 4 - 5 hrs

	<p>9.1 Provides for and adheres to the principles of daily hygiene and grooming.</p> <p>9.2 Assists resident in personal care and grooming needs.</p> <p>A. Bathes resident with consideration for resident need and setting according to plan</p>	<p>Principles of hygiene and grooming.</p> <p>A. Personal hygiene needs and practices influenced by</p> <ol style="list-style-type: none"> 1. Culture 2. Personal choice 3. Economic consideration <p>B. Rationale for providing personal care.</p> <p>C. Principles of care</p> <ol style="list-style-type: none"> 1. Promote resident's independence, privacy, dignity 2. Boundary issues related to giving personal care 3. Quality of life 4. Observation of skin, scalp, mouth, hair, nails <p>Daily personal care and grooming needs.</p> <p>A. Purpose of bathing and rationale for each method of bathing.</p> <ol style="list-style-type: none"> 1. Complete bed bath 	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 19: Personal Hygiene • Chapter 20: Grooming • Chapter 29: Assisting With the Physical Examination (Objective 9.2, K) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Bed Bath: Face - Arm, Hand and Underarm • Pericare • Back Massage
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	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>of care.</p> <p>B. Gives skin care including back rub.</p> <p>C. Provides for resident's elimination, toileting, perineal, and ostomy care needs.</p> <p>D. Gives mouth/denture care.</p> <p>E. Gives hair care/shampoo.</p> <p>F. Gives fingernail/toenail care.</p> <p>G. Gives foot care.</p> <p>H. Demonstrates shaving a resident.</p> <p>I. Demonstrates changing a gown/dressing a resident comfortably.</p> <p>J. Gives a.m./p.m. care.</p> <p>K. Cares for resident with prosthetic and orthotic devices.</p>	<ol style="list-style-type: none"> 2. Partial bath 3. Tub bath 4. Whirlpool 5. Shower 6. Special bathing techniques such as towel bath or bag bath 7. Bathing resident with dementia 8. Working with nursing team to determine type and frequency of bathing <p>B. Skin care</p> <ol style="list-style-type: none"> 1. Nursing assistant scope of practice 2. Principles 3. Complications of inadequate skin care 4. Back rub, gentle massage procedures 5. Abnormal findings <p>C. Elimination, toileting needs and perineal care</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Emesis basin 3. Elimination practices 4. Elimination problems 5. Toileting procedures, elimination appliances and equipment <ol style="list-style-type: none"> a. Bed-pan b. Urinal c. Commode d. Toilet/seat extension 6. Correct cleansing procedure 7. Perineal care with an indwelling or an external catheter in place 8. Ostomy care – observe for skin breakdown 9. Care for the resident who is incontinent 10. Application of briefs 11. Bowel and bladder training programs 12. Abnormal findings – skin tears/breakdown, bruises 13. Measuring, calculating and recording fluid output. <p>D. Mouth/denture care.</p>	<ul style="list-style-type: none"> • Denture Care • Mouth Care • Grooming • Preparing a person for an examination

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		<ol style="list-style-type: none"> 1. Purpose and principles 2. Oral care 3. Denture care (complete, partial plates and bridges) 4. Abnormal findings 5. Techniques for cognitively impaired <p>E. Hair care/shampoo.</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Combing, grooming 3. Bed shampoo 4. Other methods of shampoo, waterless cleansers, “bonnet” shampoos 5. Abnormal findings <p>F. Nail care.</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Guidelines for residents with diabetics 3. Guidelines for residents with circulatory problems 4. Guidelines for residents on anticoagulant medication 5. Guidelines for residents with abnormally thick nails 6. Abnormal findings <p>G. Foot care.</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Observations 3. Abnormal findings <p>H. Shaving.</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Techniques of shaving 3. Observations 4. Abnormal findings <p>I. Dressing.</p> <ol style="list-style-type: none"> 1. Purpose and principles 2. Resident assistance 3. Resident choices of apparel 4. Safe appropriate clothing/footwear 5. Techniques used for physical or cognitive impairments 	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	9.3 Reports and documents personal care and grooming tasks, observations and resident response.	6. Use of assistive devices in dressing J. AM/PM care; including: 1. Purpose and principles 2. Resident's preference to specific care K. Prosthetic and orthotic devices. 1. Purposes and principles 2. Types of devices and their care. Reporting and documentation responsibilities A. Completion B. Observations C. Resident tolerance, response or problems with personal care.	

[10.0] Competency: Measures vital signs. / Time Allotted: 4 hrs

	<p>10.1 Identifies normal vital signs values and age-related variations.</p> <p>10.2 Measures and records body temperature. A. Identifies purpose of taking a temperature. B. Lists factors that affect body temperature. C. Demonstrates taking an oral, rectal, and tympanic temperature. D. Accurately records temperature using appropriate units of measurement. E. Identifies and reports abnormal findings.</p> <p>10.3 Measures and records pulse (radial, apical). A. Identifies purpose of obtaining a pulse. B. Lists factors that affect pulse rate. C. Accurately counts a radial pulse. D. Accurately counts an apical pulse. E. Accurately records pulse rate. F. Identifies and reports abnormal findings.</p>	<p>Normal vital signs values by age groups. A. Normal range of oral, rectal and tympanic temperatures. B. Normal pulse rates. C. Normal respiratory rate. D. Normal blood pressure.</p> <p>Principles of Body Temperature. A. Purpose of taking a temperature. B. Factors that affect body temperature. C. Procedure for obtaining an oral temperature; rectal temperature; tympanic temperature. D. Recording a temperature and units of measurement. E. Abnormal temperature reading.</p> <p>Pulse (Radial, Apical, Carotid, Brachial) A. Purpose of obtaining a pulse rate. B. Factors affecting pulse rate. C. Procedure for taking a radial pulse. D. Procedure for taking an apical pulse. E. Recording pulse rate F. Abnormal pulse rate: 1. Tachycardia 2. Bradycardia 3. Arrhythmia</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 25: Measuring Vital Signs • Chapter 28: Admissions, Transfers, and Discharges (Objective 10.6) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Measuring vital signs • Measuring height & weight
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	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>10.4 Measures and Records Respirations.</p> <p>A. Identifies purpose of obtaining a respiratory rate.</p> <p>B. Lists factors affecting respiratory rate.</p> <p>C. Accurately counts respiratory rate.</p> <p>D. Records respiratory rate.</p> <p>E. Identifies and reports abnormal respiratory rate.</p> <p>10.5 Measures and records blood pressure.</p> <p>A. Identifies the purpose of taking a blood pressure.</p> <p>B. Lists factors influencing blood pressure.</p> <p>C. Demonstrates use of a stethoscope.</p> <p>D. Demonstrates use of a sphygmomanometer.</p> <p>E. Obtains a blood pressure.</p> <p>F. Recognizes precautions and contraindications to taking a blood pressure.</p> <p>G. Demonstrates technique for taking an orthostatic blood pressure.</p> <p>H. Records systolic and diastolic pressure.</p> <p>I. Reports abnormal blood pressure values.</p> <p>10.6 Measures and Records Height and Weight.</p> <p>A. Identifies purpose of measuring height and weight.</p> <p>B. Lists factors affecting height and weight.</p> <p>C. Describes a variety of scales and height measurement tools.</p> <p>D. Demonstrates measuring a resident's weight using a balanced scale.</p> <p>E. Demonstrates taking a resident's height using a measure bar.</p> <p>F. Discusses methods of obtaining height and weight in bedridden residents.</p> <p>G. Records height and weight.</p> <p>H. Reports abnormal weight.</p>	<p>Respirations</p> <p>A. Purpose of obtaining a respiratory rate.</p> <p>B. Factors influencing respiratory rate.</p> <p>C. Procedure for obtaining a respiratory rate.</p> <p>D. Recording respirations</p> <p>E. Abnormal respiratory rates and patterns.</p> <ol style="list-style-type: none"> 1. Tachypnea 2. Bradypnea 3. Apnea 4. Variable pattern <p>Blood Pressure</p> <p>A. Purpose of taking a blood pressure.</p> <p>B. Factors influencing blood pressure.</p> <p>C. Use of the stethoscope in taking blood pressure.</p> <p>D. Using a sphygmomanometer; types of cuffs; cuff size.</p> <p>E. Procedure for obtaining a blood pressure using a stethoscope and sphygmomanometer.</p> <p>F. Guidelines /precautions /contraindications to taking a blood pressure.</p> <p>G. Procedure for taking orthostatic blood pressure.</p> <p>H. Recording systolic and diastolic pressure.</p> <p>I. Abnormal findings.</p> <p>Height and Weight</p> <p>A. Purpose of measuring height and weight.</p> <p>B. Factors affecting height and weight.</p> <p>C. Scales and measuring devices.</p> <p>D. Procedure for measuring weight using a balanced scale.</p> <p>E. Procedure for measuring height using a measure bar.</p> <p>F. Procedures for measuring height and weight in bedridden residents.</p> <p>G. Recording height and weight in units of measurement.</p> <p>H. Abnormal weight: excessive loss/gain.</p>	
<p>[11.0] Competency: Demonstrates safe transfers, positioning and turning of residents using effective body mechanics./ Allotted Time: 4 hrs</p>			

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>11.1 Demonstrates safe body mechanics.</p> <p>A. Identifies principles of body mechanics.</p> <p>B. Employs safe body mechanics when caring for residents.</p> <p>C. Identifies improper body mechanics.</p> <p>11.2. Identifies the effects of limited mobility.</p> <p>11.3 Assists residents in positioning and turning.</p> <p>A. Demonstrates the different body positions used for positioning residents.</p> <p>B. Demonstrates turning techniques.</p> <p>C. Demonstrates use of assistive devices when positioning a resident.</p>	<p>Body Mechanics</p> <p>A. Principles of proper body mechanics.</p> <p>B. Techniques of body mechanics. Proper positions for performing procedures.</p> <p>C. Unsafe body mechanics.</p> <p>Limited Mobility Bedrest</p> <p>A. Effects of Limited mobility.</p> <p>B. Complications of Bedrest.</p> <p>C. Tasks that may be performed by the Nursing assistant that prevent complications.</p> <ol style="list-style-type: none"> 1. Movement 2. Positioning 3. Alignment 4. Range of motion 5. Restorative care & rehabilitation <p>Guidelines and principles for positioning residents.</p> <p>A. Techniques for positioning residents:</p> <ol style="list-style-type: none"> 1. Side lying 2. Supine 3. Prone 4. Sim's 5. High and low Fowler's 6. Trendelenburg 7. Lithotomy 8. Orthopenic 9. Log-rolling 10. Move up in bed 11. Dangling <p>B. Turning techniques:</p> <ol style="list-style-type: none"> 1. Draw sheet 2. Mechanical lifts 3. Log roll <p>C. Use of assistive devices.</p> <ol style="list-style-type: none"> 1. Trochanter rolls 2. Foot boards 3. Hand rolls 4. Bed cradles 5. Abdominal pillows 	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 15: Body Mechanics • Chapter 16: Safely Handling, Moving, and Transferring the Person • Chapter 26: Exercise and Activity (Objective 26) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Handling, moving, and transferring • Ambulating with a gait belt • Ambulating with a walker

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>11.4 Assists the resident to transfer from bed to chair/gurney/stretchers/geri chair.</p> <p>A. Demonstrates different transfer techniques.</p> <p>B. Demonstrates use of assistive devices in transferring residents.</p> <p>11.5 Assists residents to ambulate.</p> <p>A. Identifies functional limitation inhibiting ambulation.</p> <p>B. Identifies safety considerations in ambulating a resident.</p> <p>C. Identifies the care of the resident who has fallen.</p> <p>D. Demonstrates the use of assistive devices in ambulation such as crutches, walker, cane and wheelchair.</p> <p>11.6 Demonstrates passive and active range of motion.</p> <p>A. States principles of and rationale for passive/active range of motion.</p> <p>B. Identifies key terms to describe joint movements.</p> <p>C. Safely applies range of motion principles when performing range of motion exercises on major joints, extremities.</p> <p>D. Provides care for resident when continuous passive range of position device is in use.</p> <p>11.7 Removes and applies oxygen devices during transfers with supervision without</p>	<p>6. Abductor pillow</p> <p>Guidelines and principles for moving & lifting residents.</p> <p>A. Use of transfer techniques.</p> <ol style="list-style-type: none"> 1. Chair 2. Gurney 3. Stretcher 4. Geri Chair <p>B. Assistive devices used in transferring residents.</p> <ol style="list-style-type: none"> 1. Gait belt 2. Mechanical lifters 3. Slide board 4. Lift sheet <p>Principles/rationale for ambulation</p> <p>A. Functional limitations.</p> <p>B. Safety considerations for residents at risk for falling.</p> <p>C. Care of fallen resident.</p> <ol style="list-style-type: none"> 1. Reporting pain behaviors 2. Facility protocols <p>D. Use of assistive devices in ambulation</p> <ol style="list-style-type: none"> 1. Gait belt 2. Cane, Quad cane, Hemi cane 3. Walker 4. Crutches 5. Wheelchair <p>Range of Motion</p> <p>A. Principles/rationale for passive/active range of motion.</p> <p>B. Joint Movements</p> <ol style="list-style-type: none"> 1. Adduction/ abduction 2. Flexion/ extension 3. Hyperextension 4. Internal/external rotation. 5. Supination/pronation <p>C. Range of motion to shoulder, elbow, wrist, hands, fingers, thumb, hip, knee, ankle, foot, and toes.</p> <p>D. Caring for residents with Continuous Passive Range of Motion (CPM) devices.</p> <p>Transferring the Resident receiving Oxygen</p> <p>A. Oxygen sources:</p>	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>changing oxygen settings.</p> <p>A. Identifies oxygen sources and methods of delivery.</p> <p>B. Incorporates safety measures in caring for residents with oxygen.</p> <p>C. Utilizes principles of safe oxygen handling with removal and application of oxygen delivery devices.</p>	<p>1. Wall outlet</p> <p>2. Oxygen tank</p> <p>3. Concentrator</p> <p>4. Oxygen cannula/prongs</p> <p>5. Oxygen Mask</p> <p>B. Oxygen safety measures/ precautions.</p> <p>C. Techniques of application and removal of oxygen devices/tanks.</p>	
12.0 Competency: Cares for cognitively impaired residents. / Time Allotted: 2 hrs			
	<p>12.1 Addresses the unique needs and behaviors of individuals with dementia (Alzheimer's & others) and delirium.</p> <p>A. Identifies types of cognitive impairment.</p> <p>B. Describes the effects of cognitive impairment on ADLs.</p> <p>C. Identifies the common diseases that cause dementia.</p> <p>D. Identifies illness/health issues that cause delirium.</p> <p>E. Lists environmental factors that may contribute to dementia, delirium, etc.</p> <p>F. Lists unique needs of individuals with cognitive impairment.</p> <p>G. Communicates effectively with cognitively impaired residents.</p>	<p>Caring for residents with cognitive impairment</p> <p>A. Types of cognitive impairment:</p> <ol style="list-style-type: none"> 1. Dementia 2. Delirium 3. Various levels of consciousness <p>B. Effects of cognitive impairment on attention and memory/ language/ judgment/ special ability/ problem solving for everyday living.</p> <p>C. Common diseases (non-reversible causes of cognitive impairment).</p> <ol style="list-style-type: none"> 1. Alzheimer's disease 2. Lewy body dementia 3. Parkinson's 4. Vascular dementia 5. Frontal temporal lobe dementia <p>D. Illness/health issues (reversible causes of cognitive impairment - delirium)</p> <ol style="list-style-type: none"> 1. Medications 2. Nutrition/fluids (including alcohol) 3. Fever/infection/anemia 4. Mental/emotional problems (depression, grief, fatigue) 5. Injury/surgery <p>E. Environmental factors.</p> <ol style="list-style-type: none"> 1. Unfamiliar, large, cluttered environment 2. Lack of cues from the environment 3. Lack of stimulation from the environment 4. Over stimulation 5. Lack of routine 6. Television <p>F. Unique needs of residents with cognitive impairment.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 43: Mental Health Problems • Chapter 44: Confusion and Dementia • Chapter 13: Promoting a Restraint-Free Environment (Objective 12.2, 12.3) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p> <p><u>Clinical experience:</u> 6 hrs</p>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>12.2 Respond appropriately to the behavior of cognitively impaired residents.</p> <p>A. Identifies and explains the unique behaviors demonstrated by individuals with cognitive impairment.</p> <p>B. Utilizes interventions to reduce the effects of cognitive impairments.</p>	<ol style="list-style-type: none"> 1. Communication needs 2. ADL needs 3. Social needs 4. Meaning activities 5. Diversions/Reassurance 6. Safety needs <p>G. Communication techniques.</p> <p>Common behavior of cognitively impaired residents and nursing assistant care and intervention</p> <p>A. Behaviors of residents with cognitive impairment</p> <ol style="list-style-type: none"> 1. Resistance to care 2. Forgetfulness and confusion 3. Agitation 4. Hoarding/Rummaging 5. Shadowing 6. Wandering and Pacing 7. Hallucinations, Delusions, Paranoia 8. Sundowning 9. Perseveration 10. Aggression – physical, verbal 11. Sexual behavior – disinhibition <p>B. Interventions to reduce effects of cognitive impairment.</p> <ol style="list-style-type: none"> 1. Approach strategies 2. Knowing the resident 3. Following the care plan promoting as much independence as possible 4. Set routine, be consistent (toileting, feeding, bathing) 5. Verbal cueing with praise/reward 6. Manual cueing with praise/reward 7. Joining their reality 8. Validation 9. Reminiscence 10. Activities 11. Music 12. Sensory stimulation 13. Safety 14. Simple, time-appropriate environment 15. Understanding behaviors as unmet physical or social needs 	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	12.3 Reports behaviors and resident responses.	16. Ignoring inappropriately safe behaviors 17. Offer choices when appropriate 18. Avoid restraints 19. Mobility alarms 20. Responding to sexual behaviors Situations that need to be reported A. New or increased changes in behavior B. Further deterioration in physical/mental abilities C. Effectiveness of current behavioral management	
13.0 Competency: Identifies the function, structure, common health problems and normal aging changes of each of the following systems. / Time Allotted: 17 – 18 hrs			
	13.1 Describes major body systems and organs. A. Defines key anatomical terms. B. Identifies the four types of tissues. 13.2 Identifies the function, structure, common health problems and normal aging changes of the respiratory systems. A. Identifies the structure & function of each component of the respiratory system. B. Describes the age related changes of the respiratory system. C. Describes common health problems involving the respiratory system. D. Identifies signs and symptoms that the nursing assistant should observe for and report. E. Measures and records oxygen saturation using the pulse oximeter. 13.3 Identifies the function, structure and common health problems and normal aging changes of the circulatory system. A. Identifies the structure & function of each component of the circulatory system. B. Describes the age related changes of the circulatory system.. C. Describes common health problems involving the circulatory system. D. Identifies signs and symptoms that the nursing assistant should observe for and report.	Organization of body – systems/ organs A. Key Terms B. Types of Tissues Respiratory System A. Components and functions of respiratory system: B. Effects of aging on the system C. Common health problems including signs and symptoms: 1. COPD 2. Bronchitis 3. Asthma 4. TB 5. Pneumonia D. Signs & symptoms to observe & report to nurse E. Oxygen saturation Circulatory System A. Components and functions of the circulatory system B. Effects of aging on the system C. Common health problems including signs and symptoms: 1. Atherosclerosis 2. Arteriosclerosis 3. Angina 4. Myocardial infraction 5. Coronary artery disease 6. Heart failure 7. Hypertension 8. Irregular heart rates (pacemakers) 9. Peripheral Vascular Disease	<u>Read:</u> <ul style="list-style-type: none"> • Chapter 8: Body Structure and Function • Chapter 34: Oxygenation • Chapter 40: Respiratory Disorders • Chapter 40: Cardiovascular Disorders <u>Assignment:</u> <ul style="list-style-type: none"> • Complete related Workbook chapters. <u>Lab:</u> <ul style="list-style-type: none"> • Midterm Skills Exam (3 skills) <u>Clinical experience: 6 hrs</u>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		D. Signs and symptoms to observe and report to nurse	
	<p>13.4 Identifies the function, structure and common health problems, and normal aging changes of the urinary system.</p> <p>A. Identifies the structure & function of each component of the urinary system.</p> <p>B. Describes the age related changes of the urinary system.</p> <p>C. Describes common health problems involving the urinary system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>Urinary System</p> <p>A. Components and functions of the urinary tract system</p> <p>B. Effects of aging on the urinary system</p> <p>C. Common health problems including signs and symptoms:</p> <ol style="list-style-type: none"> 1. Kidney (renal) failure 2. Urinary Tract Infection 3. Incontinence – types 4. Kidney stones <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 21: Urinary Elimination • Chapter 42: Urinary Disorders <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p> <p><u>Clinical experience:</u> 6 hrs</p>
	<p>13.5 Identifies the function, common health problems and normal aging changes of the endocrine system.</p> <p>A. Identifies the structure & function of each component of the endocrine system.</p> <p>B. Describes the age related changes of the endocrine system.</p> <p>C. Describes common health problems involving the endocrine system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>Endocrine System</p> <p>A. Components and functions of the endocrine system</p> <p>B. Changes with aging.</p> <p>C. Common health problems including signs and symptoms:</p> <ol style="list-style-type: none"> 1. Diabetes mellitus 2. Thyroid disease <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 41: Endocrine Disorders <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p> <p><u>Clinical experience:</u> 6 hrs</p>
	<p>13.6 Identifies the function, structure, common health problems and normal aging changes of the integumentary system.</p> <p>A. Identifies the structure & function of each component of the integumentary system.</p> <p>B. Describes the age related changes of the integumentary system.</p> <p>C. Describes common health problems involving the integumentary system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>Integumentary System</p> <p>A. Structure and functions of skin and mucous membranes</p> <p>B. Effects of aging on the system.</p> <p>C. Common health problems including signs and symptoms:</p> <ol style="list-style-type: none"> 1. Bruises 2. Skin tears 3. Rashes 4. Decubitus ulcers 5. Shingles 6. Lice/scabies <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 32: Wound Care <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Applying a dry, non-sterile

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
			dressing <ul style="list-style-type: none"> • Skills practice <u>Clinical experience: 6 hrs</u>
	13.7 Identifies the function, structure and common health problems and normal aging changes of the nervous system. A. Identifies the structure & function of each component of the nervous system. B. Describes the age related changes of the nervous system. C. Describes common health problems involving the nervous system. D. Identifies signs and symptoms that the nursing assistant should observe for and report.	Nervous System A. Structures and functions of the nervous system. B. Effects of aging on the system. C. Common health problems including signs and symptoms: <ol style="list-style-type: none"> 1. Cerebral Vascular Accident 2. Parkinson’s disease 3. Delirium 4. Spinal cord injuries/head injuries 4. Seizures 5. Multiple Sclerosis D. Signs & symptoms to observe & report to nurse	<u>Read:</u> <ul style="list-style-type: none"> • Chapter 39: Nervous System Disorders <u>Assignment:</u> <ul style="list-style-type: none"> • Complete related Workbook chapters. <u>Lab:</u> Skills practice <u>Clinical experience: 6 hrs</u>
	13.8 Identifies the function, structure and common health problems and normal aging changes of the sensory system. A. Identifies the structure & function of each organ of the sensory system. B. Describes the age related changes of the sensory system. C. Describes common health problems involving the sensory system. D. Identifies signs and symptoms that the nursing assistant should observe for and report.	Sensory System A. Structure and function of each sensory organ. B. Effects of aging on the system. C. Common health problems including signs and symptoms: <ol style="list-style-type: none"> 1. Cataracts 2. Glaucoma 3. Macular degeneration 4. Loss of depth perception 5. Inability to differentiate color 6. Hearing loss 7. Loss of smell 8. Reduction in the sense of taste 9. Neuropathy D. Signs & symptoms to observe & report to nurse	<u>Read:</u> <ul style="list-style-type: none"> • Chapter 37 <u>Assignment:</u> <ul style="list-style-type: none"> • Complete related Workbook chapters. <u>Lab:</u> Skills practice <u>Clinical experience: 6 hrs</u>
	13.9 Identifies the function, structure and common health problems and normal aging changes of the gastrointestinal system. A. Identifies the structure & function of each organ of the gastrointestinal system. B. Describes the age related changes of the gastrointestinal system.	Gastrointestinal System A. Structure and function of each organ of the gastrointestinal system. B. Effects of aging on the system. C. Identify common health problems including signs and symptoms. <ol style="list-style-type: none"> 1. Constipation/fecal impaction 	<u>Read:</u> <ul style="list-style-type: none"> • Chapter 22: Bowel Elimination • Chapter 41: Digestive Disorders

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>C. Describes common health problems involving the gastrointestinal system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>2. Gastroesophageal Reflux Disease</p> <p>3. Ulcers</p> <p>4. Hernias</p> <p>5. Gall Bladder disease</p> <p>6. Diverticulitis</p> <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p> <p><u>Clinical experience:</u> 6 hrs</p>
	<p>13.10 Identifies the function, structure and common health problems and normal aging changes of the musculoskeletal system.</p> <p>A. Identify the structure & function of each component of the musculoskeletal system.</p> <p>B. Describes the age related changes of the musculoskeletal system.</p> <p>C. Describes common health problems involving the musculoskeletal system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>Musculoskeletal System</p> <p>A. Structure and function of the musculoskeletal system.</p> <p>B. Effects of aging on the system.</p> <p>C. Common health problems including signs and symptoms:</p> <ol style="list-style-type: none"> Arthritis Osteoporosis Fractures Amputations Complications of bed rest <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Chapter 39: Musculoskeletal Disorders <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p>
	<p>13.11 Identifies the function, structure and common health problems and normal aging changes of the reproductive system.</p> <p>A. Identify the structure & function of each component of the reproductive system.</p> <p>B. Describes the age related changes of the reproductive system.</p> <p>C. Describes common health problems involving the reproductive system.</p> <p>D. Identifies signs and symptoms that the nursing assistant should observe for and report.</p>	<p>Reproductive System</p> <p>A. Structure and function of the musculoskeletal system.</p> <p>B. Effects of aging on the system.</p> <p>C. Common health problems including signs and symptoms:</p> <ol style="list-style-type: none"> BPH Prolapsed uterus Vaginitis <p>D. Signs & symptoms to observe & report to nurse</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Chapter 42: Reproductive Disorders <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters. <p><u>Lab:</u></p> <p>Final skills exam (5 skills)</p>
14.0 Competency: Provides for comfort and rest. / Time Allotted: 1 hr			
	<p>14.1 Gathers data to identify resident's level of comfort (or level of pain).</p> <p>A. Identifies nursing assistant scope of practice with observation and discussion of level of comfort.</p> <p>B. Identifies purpose of observing level of</p>	<p>Level of comfort</p> <p>A. Scope of practice and nursing assistant activities.</p> <p>B. Purpose of identifying the level of comfort (or pain) when providing care.</p> <p>C. Various barriers to comfort.</p> <p>D. Types of pain and factors affecting comfort level.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Chapter 27: Comfort, Rest, and Sleep Chapter 33: Hot and Cole

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>comfort at each resident contact.</p> <p>C. Discuss barriers to resident comfort.</p> <p>D. Lists types of pain and factors which indicate altered level of comfort.</p> <p>E. Lists non-verbal expressions of altered level of comfort.</p> <p>F. Identifies various scales to measure level of comfort (or pain).</p> <p>G. Identifies the role of the nursing assistant in non-pharmacological measures which enhance comfort.</p> <p>H. Reports and documents resident's level of comfort.</p>	<p>1. Acute</p> <p>2. Chronic</p> <p>E. Non-verbal expression of pain.</p> <p>F. Examples of pain measurement scales (e.g. PAINAD).</p> <p>G. Comfort enhancing measures within nursing assistant scope of practice.</p> <p>1. Repositioning.</p> <p>2. Preferred or most comfortable bathing method.</p> <p>3. Gentle touch, regular back rubs/lotion.</p> <p>4. Soft, respectful approach.</p> <p>5. Use of complimentary measures such as music, relaxation and deep breathing, and pleasant smells.</p> <p>6. Gentle "presence" .</p> <p>7. Warm or cold packs if ordered.</p> <p>8. Room environment.</p> <p>9. Distraction.</p> <p>H. Procedures for reporting and documenting level of comfort, interventions and resident response.</p>	<p>Applications</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> Positioning
15.0 Competency: Assists with diagnostic tests. Time Allotted: 2 hrs			
	<p>15.1 Demonstrate procedures for acquiring different types of specimens.</p> <p>A. Identifies the types of specimens a nursing assistant may collect.</p> <p>B. Collects, labels and sends specimens for analysis.</p> <p>C. Tests specimen if ordered.</p> <p>D. Identifies pre and post resident care for collection of specimens.</p>	<p>Diagnostic Tests</p> <p>A. Specimen Collection</p> <p>1. Purpose of collecting specimens</p> <p>2. Standard precautions</p> <p>3. Explain procedure to resident</p> <p>4. Sources of specimens</p> <p>a. Sputum</p> <p>b. Stool</p> <p>c. Urine</p> <p>d. Emesis</p> <p>5. Types of urine specimens</p> <p>a. Routine</p> <p>b. Clean Catch (midstream)</p> <p>c. 24 hour</p> <p>d. Culture & Sensitivity</p> <p>e. Sterile specimen (urine from Foley)</p> <p>6. Sources of stool specimens</p> <p>a. Rectum</p> <p>b. Colostomy or ileostomy</p> <p>B. Procedure and facility policies for collection of specimens</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Chapter 30: Collecting and Testing Specimens Chapter 23 (Objective 15.2) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Complete related Workbook chapters. <p><u>Lab:</u></p> <ul style="list-style-type: none"> Measuring Intake & Output (I&O) <p><u>Clinical experience: 6 hrs</u></p>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	15.2 Documents and reports information to nurse.	C. Testing specimens <ol style="list-style-type: none"> 1. Dipstick 2. Strain urine D. Pre and Post procedure care of resident. Documentation Requirements <ol style="list-style-type: none"> A. Amount, characteristics of sample, color, odor B. I & O C. Forms per facility policy & procedure. 	
16.0 Competency: Provides care for the peri-operative care. / Time Allotted: 3 hrs			
	16.1 Assists with pre-operative care. <ol style="list-style-type: none"> A. Defines preoperative period. B. Identifies measures to psychologically prepare a resident for surgery. C. Identifies measures to physically prepare a resident for surgery. 16.2 Assists with post-operative care. <ol style="list-style-type: none"> A. Defines the post-operative period. B. Identifies measures to prepare the resident's room. C. Provides nursing assistant care for residents after surgery. D. Identifies common complications of surgery. E. Reports findings in a timely manner. 	Purpose, principles and procedures for pre-op care. <ol style="list-style-type: none"> A. Definition of preoperative period. B. Psychological preparation. <ol style="list-style-type: none"> 1. Listen to the resident 2. Observe body language 3. Report observations to nurse C. Physical preparation <ol style="list-style-type: none"> 1. Identification band on 2. NPO orders (signs posted per agency policy) 3. Assist with surgical checklist (includes void time, vital signs) 4. Removal of water pitcher 5. Bath/shower 6. Remove nail polish, jewelry 7. Secure valuables 8. Surgical prep (per agency policy) 9. Ensure safety Purpose, principles and procedures of post-op care: <ol style="list-style-type: none"> A. Definition of post-operative period. B. Preparation of resident room <ol style="list-style-type: none"> 1. Surgical bed 2. Bedside table (emesis basin, tissues) 3. VS equipment 4. Special equipment as per agency policy 5. Warmed blankets C. Care of Resident <ol style="list-style-type: none"> 1. Identify resident. 2. Assist transfer to bed. 3. Safety; airway maintained. 4. Precautions for N/V. 	<u>Read:</u> <ul style="list-style-type: none"> • Chapter 31: The Person Having Surgery • Chapter 32: Wound Care (Objective 16.3) • Chapter 24: Nutritional Support and IV Therapy (Objective 16.3: I, J) • Chapter 35: Respiratory Support and Therapies (Objective 16.3: K) <u>Assignment:</u> <ul style="list-style-type: none"> • Complete related Workbook chapters. <u>Lab:</u> <ul style="list-style-type: none"> • Applying a dry, non-sterile dressing <u>Clinical experience: 6 hrs</u>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	<p>16.3 Assists with care of residents with special needs.</p> <p>A. Observes and reports the condition of resident's dressings/wounds with drainage.</p> <p>B. Demonstrates care of resident with gravity drains.</p> <p>C. Demonstrates care of resident/ resident with surgical evacuators.</p> <p>D. Demonstrates care of resident with sump drains.</p> <p>E. Applies flexible abdominal binders.</p> <p>F. Applies ace and non-sterile dressings.</p> <p>G. Applies anti-embolism stockings and devices.</p> <p>H. Applies immobilizing devices.</p> <p>I. Demonstrates care of resident with feeding tube.</p> <p>J. Demonstrates care of resident receiving infusion therapy.</p> <p>K. Demonstrates care of resident on a ventilator.</p>	<p>5. Standard precautions/bodily fluids.</p> <p>6. Assist with TC&DB and/or incentive spirometer (if not contraindicated).</p> <p>7. Take VS and pain level per agency protocol.</p> <p>8. Measure and record first post-op void.</p> <p>D. Common complications of surgeries.</p> <p>E. Report observations to nurse.</p> <p>Special procedures that may be delegated to the nursing assistant for the medically stable resident</p> <p>A. Wound dressings and nursing assistant responsibilities.</p> <ol style="list-style-type: none"> 1. Purpose. 2. Wound care per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. <p>B. Gravity drains and nursing assistant responsibilities.</p> <ol style="list-style-type: none"> 1. Purpose. 2. Care of drains per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. <p>C. Surgical evacuators and nursing assistant responsibilities.</p> <ol style="list-style-type: none"> 1. Purpose. 2. Care of resident with surgical evacuators per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. <p>D. Sump drain systems and nursing assistant responsibilities</p> <ol style="list-style-type: none"> 1. Purpose. 2. Care of resident with sump drains. per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. <p>E. Various types of abdominal binders and nursing assistant responsibilities.</p> <ol style="list-style-type: none"> 1. Purposes. 	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		<ul style="list-style-type: none"> 2. Applying binders per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. F. Description, purpose, application of ace and non-sterile bandages and nursing assistant responsibilities. <ul style="list-style-type: none"> 1. Purpose. 2. Application of ace and non-sterile dressings per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. G. Description, purpose and application of the various types of anti-embolism devices <ul style="list-style-type: none"> 1. Purposes. 2. Application of stockings and devices per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. H. Description, purpose and application of the various types of immobilization devices <ul style="list-style-type: none"> 1. Purpose. 2. Care of resident with immobilizing devices per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. I. Purpose/types of feeding tubes and nursing assistant responsibilities. <ul style="list-style-type: none"> 1. Purposes. 2. Care of resident with feeding tube per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. J. Purpose of infusion therapies and nursing assistant responsibilities (observes & reports status) 	

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		<ol style="list-style-type: none"> 1. Purpose. 2. Care of resident with infusion therapies per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status and observations to nurse. <p>K. Purpose of ventilator therapy and nursing assistant responsibilities</p> <ol style="list-style-type: none"> 1. Purpose. 2. Care of resident on a ventilator per facility policy & procedure as delegated. 3. Appropriate observations. 4. Report status, observations and resident's response to nurse. 	
17.0 Competency: Assists in Admission/Transfer/Discharge of the resident. / Time Allotted: 1 hr			
	<p>17.1 Demonstrates the procedures for admitting a resident to the unit.</p> <p>17.2 Demonstrates the procedures for transferring a resident from the unit.</p> <p>17.3 Demonstrates the procedures for discharging a resident.</p>	<p>Procedure for admitting the resident</p> <ol style="list-style-type: none"> 1. Preparation of the room 2. Greeting the resident and family 3. Orient the resident 4. Assist in gathering data, VS, Height, weight 5. Safety, Comfort measures, Privacy needs 6. Personal item inventory. 7. Communicate observations and resident response to nurse. <p>Procedure for transferring the resident</p> <ol style="list-style-type: none"> 1. Preparation of the room. 2. Transfer of personal belongings and equipment. 3. Greeting the resident and family. 4. Transport the resident. 5. Orient the resident. 6. Safety, comfort measures, privacy needs. 7. Communicate observations and resident response to nurse <p>Procedures for discharging the resident</p> <ol style="list-style-type: none"> 1. Assist with discharge instructions 2. Secure personal belongings 3. Transport the resident 	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 28: Admissions, Transfers, and Discharges <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Complete related Workbook chapters. <p><u>Lab:</u> Skills practice</p> <p><u>Clinical experience:</u> 6 hrs</p>

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
		4. Safety 5. Comfort measures 6. Privacy needs 7. Communicate observations and resident response to nurse	
[18.0] Competency: Provides care for residents and family when death is imminent. / Time Allotted: 2 hrs			
	18.1 Identifies and recognizes principles of caring for dying residents and their family members. A. Recognizes common attitudes and beliefs about death and dying. B. Identifies the stages of the dying process. 18.2 Assists in care of dying resident and their family members considering spiritual and cultural beliefs. A. Recognizes cultural and spiritual influences. B. Employs measures to maintain resident dignity. C. Identifies nursing assistant measures when resident is receiving hospice care. D. Recognizes impact of resident death on self and others. E. Adheres to legal-ethical standards when providing end of life care. 18.3 Provides care for residents when death is imminent. A. Identifies signs of impending death. B. Recognizes and adheres to advance directives. C. Observes, records and reports cessation of vital signs in accordance with advance directives. 18.4 Provides postmortem care adhering to cultural practices and facility policy. A. Identifies cultural practices in caring for the dead. B. Provides personal care for resident after death. C. Assists in facilitating organ donation.	A. Attitudes and beliefs about death. 1. Sudden death 2. Terminal illness and expected death. B. Stages of dying process 1. Denial 2. Anger 3. Bargaining 4. Depression 5. Acceptance of death Care of the Dying A. Overview of cultural and spiritual influences regarding death of resident and effect on family members. B. Maintaining dignity of the resident. C. Role of nurse assistant when the resident is receiving hospice care. D. Impact of resident’s death on the nurse assistant and co-workers. E. Boundaries, ethical standards and emotional support of the nurse assistant while caring for residents in end-of-life stages. When Death is imminent A. Signs of death. B. “Do Not Resuscitate” order, Advance Directives, and procedure for nurse assistant actions according to resident’s advance directives and facility protocol. C. Documentation of cessation of vital signs according to facility policy. Post Mortem Care A. Culturally sensitive care of the deceased B. Bathing/cleansing the body. 1. Dressing the body per family choice or facility protocol. 2. Care of personal items 3. Positioning the body.	Read: <ul style="list-style-type: none"> • Chapter 50: The Dying Person <u>Assignment:</u> <ul style="list-style-type: none"> • Complete related Workbook chapters. <u>Lab:</u> Final Skills Exam (5 Skills)

	Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	18.5 Prepares body for removal from unit.	4. Respect for the deceased. C. Organ donation Procedure for removal of body while maintaining respectful dignity of the body, the family and other residents and documentation according to facility protocol.	