



**NEW YORK STATE NURSING HOME  
NURSE AIDE TRAINING PROGRAM  
AND CERTIFICATION**

**NEW YORK STATE DEPARTMENT OF HEALTH  
DIVISION OF NURSING HOMES  
AND ICF/IID SURVEILLANCE**

**JANUARY 2017**

# **NURSING HOME NURSE AIDE TRAINING PROGRAM**

## **For NURSE AIDE CERTIFICATION**

**THIS DOCUMENT HAS BEEN PREPARED BY THE NEW YORK STATE DEPARTMENT OF HEALTH, DIVISION OF NURSING HOMES AND ICF/IID SURVEILLANCE FOR NURSING FOR USE BY NEW YORK STATE APPROVED NURSING HOME NURSE AIDE TRAINING PROGRAMS.**

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Questions regarding this material should be submitted in writing to:

NYS Department of Health  
Division of Nursing Homes and ICF/IID Surveillance  
Bureau of Professional Credentialing  
875 Central Avenue  
Albany, New York 12206

Questions may also be submitted electronically to:

[PROFCRED@health.ny.gov](mailto:PROFCRED@health.ny.gov)

# NURSING HOME NURSE AIDE TRAINING PROGRAM

## A. INTRODUCTION

This document contains the Nursing Home Nurse Aide Training Program for Nursing Home Nurse Aide Certification in New York State. Federal law and regulation requires that every individual used by a nursing home as a nurse aide must complete training in a state-approved nurse aide training program and/or demonstrate competency to provide such nursing related care and services. Those individuals successfully completing this process are deemed competent and are listed in the State Nursing Home Nurse Aide Registry (Registry). Nursing homes must verify the nurse aide's competency with the Registry prior to employment or use.

Nurse aides provide more than 90% of the hands-on care received by nursing home residents. During the early 1980s, a study conducted by the Institute of Medicine found that nationally, nurse aides receive none, or at most, inadequate training before actually providing care for residents. As part of the national nursing home reform legislation, Omnibus Budget Reconciliation Acts (OBRA) of 1987 (OBRA '87), 1989 (OBRA '89) and 1990 (OBRA '90) mandated specific training and competency evaluation requirements for nurse aides and establishment of a state nurse aide registry of such competent nurse aides.

Effective October 1, 1990, nursing homes are precluded from employing or using an individual as a nurse aide or nurse aide trainee unless that individual is listed, in good standing, in the State nursing home nurse aide registry or the person is concurrently enrolled in a state approved nursing home nurse aide training program [Section 1919(b)(5)]. The State is required to include in the nurse aide registry information pertaining to sustained, after due process, administrative findings and/or criminal convictions for incidents of resident abuse, neglect or mistreatment or misappropriation of resident property. Individuals with such documentation are not permitted to work in any capacity in any nursing home.

Federal statute requires each state to identify, approve and reapprove those nurse aide training programs and competency evaluation programs which meet the federal requirements specified in law and regulation [Section 1919(e)(1) and (2)]. The statute further requires nursing homes to use as nurse aides only individuals who are listed, in good standing, on the state's nurse aide registry. To obtain state certification and listing in the Registry, the individual must first complete a state approved nursing home nurse aide training program and then pass the state-authorized competency evaluation program comprised of the clinical skills examination and the written or oral multiple choice examination.

Nurse aide training programs offered in New York State may be approved by either the New York State Department of Health or the State Education Department. The Department of Health (DOH or Department) approves those programs provided by nursing homes as well as training programs provided by other health care entities or community based organizations free of charge to the student or trainee. All nurse aide training programs

provided by entities under the jurisdiction of the State Education Department (SED) such as secondary or vocational schools, community colleges, proprietary schools, post-secondary schools, or any nurse aide training program that will charge the student or trainee tuition or fees must be approved by the SED.

Each nursing home nurse aide training program taught in New York State, regardless of sponsor, must include all DOH nursing home nurse aide training program curriculum requirements to obtain state-approval. This is necessary to ensure that all New York State nursing home nurse aides are instructed in and obtain the skills and knowledge necessary to provide safe and effective care and services to the nursing home residents. Individuals that successfully complete a state-approved nursing home nurse aide training program and pass the state-authorized nursing home nurse aide competency evaluation program shall be certified by the Department as minimally competent and listed in the state's nursing home nurse aide registry.

Training programs approved by the State Education Department (SED) may have additional requirements beyond the DOH-state approved nursing home nurse aide training program requirements that must be met for SED approval and/or licensure. Such programs should contact the SED for additional information.

The DOH-approved Nursing Home Nurse Aide Training Program (NATP) is comprised of the following components:

1. Introduction and instructions for use of the mandated 100-hour minimum Nursing Home Nurse Aide Training Program curriculum.
2. Content outline for the minimum 100-hour Nursing Home Nurse Aide Training Program. This program includes as part of the 100-hours, 30 hours of supervised clinical training in a New York State licensed nursing home.
3. Nursing Home Nurse Aide Training Program Curriculum Manual. All nurse aide training programs within New York State must teach the content specified in this manual. Programs may add additional content or lessons but can not delete or substitute any of the units, topics or lessons in this manual.
4. Clinical skills checklist each containing the minimum set of clinical skills each nurse aide trainee in the state must successfully demonstrate during the training program.

The New York State nursing home nurse aide training program curriculum could not have been developed without the dedication and hard work put forth by nurses who either teach and/or supervise nursing home nurse aides. These nurses from throughout the state volunteered to work with the department to develop a revised nurse aide training program curriculum that would reflect current practice of today's nursing homes. A group of nurses involved in the teaching and supervising of entry-level nursing home nurse aides began this work during 1997. It was completed during 2003 and 2005 by a second group of nurses also involved in teaching nursing home nurse aides in both nursing home and educational settings. The Department would like to thank each of the following individuals for their dedication to this project and their willingness to openly share their experience and expertise

in the training of nursing home nurse aides.

#### 1997 Group

Barbara Brooks RN, Heritage House; Chris Cameron RN, NYSHFA; Rita Coddington, River Mede Manor; Barbara Coleman RN, Delaware County Countryside Care Center; Gail Diffey RN, Welsey Health Care Center; Barbara Folks RN, Eden Park Nursing Home; Jeanette Geggelbruch, GNYHFA; Barbara Gerolami RN, Thomson Nursing Home; Ann Gignac RN, Baptist Retirement Center; Mary Guarino RN, Elderwood Affiliates, Inc.; Barbara Jackson RN, Clove Lakes Health Care Center; Adrienne Liander RN, Eger Health Care Center; Diane Moyer RN, Episcopal Church Home; Jessica Locke Richer, HANYS; Pearl Stanford RN, Coler Memorial Hospital; Nancy Tucker RN, NYAHSa; and Karen Zick RN, Eastern Star Home.

#### 2003 and 2005 Group

June Barbera RN, Elderwood Affiliates, Inc.; Smyra Clause RN, Consortium for Worker Education; Gail Diffley RN, Welsey Health Care Center; Mary Guarino RN, Elderwood Affiliates, Inc.; Joyce Long RN, BOCES; Linda Romano RN, Elant at Goshen; and Patricia Venttiqarttro RN, BOCES.

#### New York State Staff

Department of Health: Beth Dichter, Ph.D., Director, Nancy Abeel and Melanie Welch.

State Education Department: Joanne O'Brien, RN

## **B. NURSING HOME NURSE AIDE TRAINING AND CERTIFICATION PROGRAM**

The nursing home nurse aide training program consists of seven (7) instructional units plus supervised clinical training in a nursing home. The seven instructional units are:

- Introductory Curriculum;
- Basic Nursing Skills;
- Personal Care Skills;
- Mental Health and Social Service Needs;
- Care of Cognitively Impaired Residents;
- Basic Restorative Services; and
- Residents Rights.

Incorporated throughout the nursing home nurse aide training program (NATP) is the underlying concept of “core values”. These core values have been identified as the foundation for all aspects of care. They are not unique to the care provided in nursing homes but are universal, regardless of the care setting. The core values influence the effectiveness and resident satisfaction. They must be incorporated into the provision of all care and services beginning with the NATP to teach and reinforce these concepts to entry level nurse aides that they may implement them throughout their careers in health care.

The core values that the care and services provided in the facility must demonstrate are: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a demonstration of a therapeutic relationship. A therapeutic relationship between the care giver and the care receiver is defined as the value of autonomy and control, adapting to resident’s preferences and routines and limits, maintaining privacy and confidentiality, and encouraging individuals to be as independent as possible. The impact of the actual setting/environment on the resident and the resident’s adjustment to care must be understood and responded to throughout the program.

Each unit of the NATP is comprised of the specific training topics and lessons required for training of nursing home nurse aides. Each lesson identifies the minimum training time for classroom and laboratory instruction, lesson objectives and measurable performance criteria. The objective is the observable behavior, skill or knowledge the nurse aide trainee will be doing when demonstrating achievement of the objective. The Measurable Performance Criteria are the criterion or standards that are to be used to measure how well and to what extend the nurse aide trainee learns or meets the objectives of the lesson. The NATP must include all of the topics and lessons as specified in the State-approved NATP curriculum. If the facility admits special needs residents and/or is certified for pediatrics, ventilator dependent, AIDS or traumatic brain injury (TBI) services, state regulations [10 NYCRR 415.26(d)(3)(i)] require the nursing home to provide additional training specific to the needs of those residents.

The State-approved NATP requires that each nurse aide trainee receive a minimum of 100 clock hours of training comprised of at least 70 hours of actual classroom and lab training time plus 30 hours of supervised clinical training time with residents in a nursing home.

Actual training time does not include evaluation or testing time, break or meal times. Information relating to facility personnel and general orientation issues for employees, including nurse aide trainees, must be taught in separate and distinct training sessions either prior to or after the successful completion of the nurse aide program.

Some units in the NATP curriculum have been identified as [BASIC CORE]. The Basic Core designation refers to those units that are required curriculum in the DOH Personal Care Aide/Home Health Aide training program as well as the nursing home nurse aide training program. Upon verification of a trainee's successful completion of a Personal Care Aide (PCA) or Home Health Aide (HHA) training program on or after January 1, 2006, and demonstration of competency in the BASIC CORE material, the NATP trainee would not have to repeat training in these units. However, all NATP trainees must successfully demonstrate all skills listed on the Clinical Skills Performance Record Evaluation Checklist, regardless of previous training.

Facilities may, if desired, expand and augment the curriculum as they see fit. Additional topics and lessons may be added or incorporated into the required NATP curriculum. However each individual's nurse aide trainee training record must clearly document the trainee's competence in each lesson and required clinical skill of the State-approved nursing home nurse aide curriculum prior to the individual taking the state nurse aide certification examination.

The training program must designate a Program Coordinator (PC) and a Primary Instructor (PI) for the nurse aide training program. The PC and PI must be a New York State registered professional nurse and may be the same individual, however a nursing home's Director of Nursing may not serve as the PI. The qualification for the PC and PI are specified in department regulations 10 NYCRR 415.26(1). The Program Coordinator and Primary Instructor must identify and obtain or develop the necessary materials and tools to teach, instruct and evaluate the performance of each nurse aide trainee enrolled in the NATP provided by the facility. The PC/PI must have access to suitable resources in the facility to facilitate the success of each trainee in the program.

During the supervised clinical training period (at least 30 hours) of the NATP, the nurse aide trainees must be under the direct supervision of a New York State licensed nurse. The nurse (RN or LPN) may not be the charge nurse due to the need for continuous direct supervision of the trainees. If the supervising clinical training nurse is not the PC or PI, the supervising clinical training nurse is under the direction of the PC who retains responsibility for the clinical portion of the training program. The ratio of trainees to trainee supervisor may be no more than 8:1 to ensure adequate supervision and instruction during the clinical portion of the training program.

The regulations that govern New York State nurse aide training programs are located in the Department of Health regulations, Title 10 NYCRR 415.26(d). These regulations are not repeated in this document but may be obtained from the DOH website at <http://www.health.state.ny.us/nysdoh/phforum/nycrr10.htm>.

This document does provide nursing homes and other providers of nursing home nurse aide training with the mandated nursing home nurse aide training program curriculum and the clinical skills checklist, required for approval of all nursing home nurse aide training programs regardless of the entity or organization providing the training. Please note that in most instances this document refers to nursing home or facility as the entity conducting or offering the NATP and should be interpreted to include community based organizations, and other sponsors/providers seeking approval from DOH for a state-approved NATP.

Upon determination that the facility wishes to offer nurse aide training to employees or potential employees, the facility should contact the Department to request the current application for a Nursing Home Nurse Aide Training Program. All NATPs approved by DOH are offered and provided free of charge to the individual nurse aide trainee. The sponsor of the NATP seeking DOH approval may not charge tuition or fees to the individual for any costs associated with the NATP or initial attempt of the nurse aide certification competency examination. The sponsor should contact the State Education Department if they plan to charge any tuition or fees to students for the NATP.

The completed NATP application must be signed by the facility's Administrator of Record and submitted with all supporting documentation to the Department at the following address:

Bureau of Professional Credentialing  
Division of Nursing Homes and ICF/IID Surveillance  
New York State Department of Health  
875 Central Avenue  
Albany, New York 12206

The Department shall review the submitted NATP for compliance with applicable federal and state statutes and regulations. The nursing home or community based organization (facility) will receive the written results of this review from the Department within 90 days of receipt by the Department. If the NATP does not meet all requirements, the Department shall indicate the area(s) that are deficient in a written letter to the sponsor. The facility staff should use the information in the letter to make all necessary corrections, clarifications or additions prior to re-submission of the NATP to the Department for approval. Upon approval of the NATP, the Department shall issue the facility a Nurse Aide Training Program approval number and notify the nurse aide competency evaluation contractor of the program's approval. The testing contractor shall provide information for in-facility testing for nursing home nurse aide certification directly to the facility. Information on the administration and content of the state's nursing home nurse aide certification examinations are contained in the New York State Nursing Home Nurse Aide Certification Program Manual issued by the Department's nurse aide testing contractor.

The training program is responsible for scheduling the trainee's first nurse aide competency examination test date. The competency examination must be administered within 10 days of the last day of the state-approved NATP. The nursing home is responsible for paying the testing fees for the initial clinical skills and written/oral testing fees for all students taking their NATP. Further, nursing homes may not charge any nurse aide training or testing fees to



individuals employed or offered employment by the facility.

The training program approval is valid for two (2) years or until the facility/training program is otherwise notified by the Department. The Department shall determine continued facility compliance with the nurse aide training program requirements through on-site reviews and their trainees' competency examination performance. Failure to comply with all federal and state regulations or requirements pertaining to the training and/or competency testing of nursing home nurse aides may result in the withdrawal of approval for the nurse aide training program.

Pursuant to federal statute, the nurse aide training and/or testing may not be provided in any nursing home that, within the previous 24 consecutive months, has been subject to any of the following surveillance or enforcement occurrences.

- Extended or partial extended survey;
- Denial of payment for new admissions;
- Denial of payment for all individuals;
- Assessed civil money penalty of \$5,000 or greater; or
- Imposition of a temporary manager.

The Department shall notify the nursing home, SED and the nurse aide testing contractor when such situations occur. If a state-approved nurse aide training program is in progress in the nursing home when the 24-month ban is imposed, the training program shall contact the Department immediately to develop a plan to complete the NATP as expeditiously as possible without penalizing the trainees. In specific circumstances, another nurse aide training program may obtain a waiver that will permit DOH to approve the outside training program to provide nursing home nurse aide training in a facility that is subject to the 2-year onsite training prohibition. Federal law has established the circumstances when a waiver may be granted. Training programs that are interested in pursuing such a waiver should contact the Bureau of Professional Credentialing at [PROFCRED@health.ny.gov](mailto:PROFCRED@health.ny.gov) for more information.

### C. DOH NURSE AIDE TRAINING PROGRAM APPROVAL

The training program curriculum for nursing home nurse aides has been designed to prepare the Certified Nursing Home Nurse Aide (CNA) with the skills and knowledge necessary to provide safe and effective care and services to nursing home residents.

The facility Administrator of Record, Program Coordinator (PC) and Primary Instructor (PI) are responsible for ensuring that all elements necessary for the implementation of the nurse aide training program are in place prior to the first training session. The facility seeking approval of a nurse aide training program (NATP) must have in place Policies and Procedures for both the training of new CNAs as well as the utilization of CNAs in the facility.

Such Policies and Procedures would include, but not be limited to:

- Qualifications and criteria for the NATP;
- Employment status of nurse aide trainees;
- State required criminal history background checks for nurse aide trainees and CNAs;
- Location where NATP will take place including classroom and laboratory space;
- Supervision of nurse aide trainees during supervised clinical training time and if appropriate, during working time; and
- CNA inservices.

The State-approved nurse aide training program is comprised of seven (7) training program units and a period of supervised clinical training in a nursing home with residents. These units correspond to the federally required nurse aide training program content.

Each unit in the mandated curriculum contains specific training topics and lessons. Each lesson is comprised of minimum training time, learning objectives, measurable performance criteria to evaluate the candidate's competency, and suggested teaching and evaluation methodologies. The PC/PI should use available resources to prepare the teaching materials and lesson plans for each lesson necessary to instruct the trainees and meet the NATP objectives.

Minimum training times for each lesson have been provided as part of the curriculum. These represents the minimum amount of instructional time determined necessary to adequately present the knowledge and skills to an "average" nursing home nurse aide trainee. Neither break/meal time or student evaluation time is considered part of, or included in, the stated minimum training time. The PC/PI must be able to increase instructional time as necessary in order to accommodate students possessing a vast range of learning skills and educational experiences; thereby, guaranteeing that each trainee learns all of the presented information.

The minimum training times specified for each lesson may not be decreased. The PC may want to increase the minimum training time for required training units or additional training units, topics or lessons. Such additions of training program lessons must be documented in the facility's nurse aide training program curriculum when submitted for DOH approval.

DOH does not mandate the use of any specific nursing home nurse aide textbook or training

materials. Each NATP should research and identify the training and teaching resources and tools that will best provide their nurse aide trainees with a successful educational experience.

Resources are readily available to assist the PC/PI in the development of the NATP performance evaluation tools. These can include, but are not limited to nursing and nurse aide textbooks, audiovisual materials, demonstrations, role-playing, and professional literature. Suggestions have been provided throughout the mandated NATP curriculum.

The PC must identify and develop the means, methods and formats of the performance evaluation for each of the required and taught training units. The performance evaluations are to be utilized by the PC/PI to determine the competency and successful completion of the nurse aide training program by each student. Competency of the nurse aide trainee in each area may be assessed through oral or written tests/quizzes/questions and through directly supervised performance of the skills on individuals or residents. These must be submitted to the Department when the NATP is submitted to DOH for approval.

The Department has provided, as part of the curriculum, a Nursing Home Nurse Aide Clinical Skills Performance Record Evaluation Checklist for use by the facility. The facility must use this form and format to document the individual's successful demonstration of all clinical skills at the completion of the facility's State-approved nurse aide training program.

Additional clinical skills may be added to this checklist but no skill can be deleted. Facilities should supplement this checklist if additional knowledge and/or skills are taught to students during the nurse aide training program. The competency checklist must be signed by the PC or PI, the Nurse Aide Trainee, and the facility's Administrator of Record documenting the individual's successful completion of the facility's State-approved nurse aide training program. If the NATP is not operated by a nursing home, the sponsor's Director must sign the checklist in place of the Administrator of Record.

The facility must maintain training records for each individual completing the NATP, including a copy of their completed skills checklist, and performance evaluation records. Training records must be maintained and made available to Department staff upon request.

Upon the successful completion of the Nurse Aide Training Program, the trainee is eligible to sit for the New York State Nursing Home Nurse Aide Certification Examination. The certification examination or competency examination includes a performance-based component referred to as the Clinical Skills Test and a knowledge assessment called the Written Test. The trainee or candidate is permitted three opportunities to pass the Clinical Skills Test and then three opportunities to pass the Written Test. An oral administration of the written test is available. The certification examination is administered by registered professional nurses through the state's nurse aide testing and registry contractor.

The NATP is responsible for scheduling the certification examination for its successful trainees within ten (10) business days of the last day of the NATP. The trainee must pass both the clinical skills test and the written (or oral) test in order to obtain New York State Nursing Home Nurse Aide Certification.

Specific information on the New York State Nurse Aide Certification Examination is contained in the New York State Nursing Home Nurse Aide Certification Program Manual (Manual) and the New York State Nursing Home Nurse Aide Candidate Handbook (Handbook). Each nursing home and approved NATP receives a copy of the Manual and an initial supply of Handbooks from the testing contractor. Additional copies may be requested directly from the contractor. A copy of this handbook must be given to each Nurse Aide Trainee during the training program.

Individuals successfully completing the facility's Nurse Aide Training Program are to receive a Certificate of Successful Completion from the facility. A copy of the certificate of completion must be maintained in the Nurse Aide Trainee's personnel folder at the facility. The Certificate of Successful Completion is to contain the following information:

- Full name of the nurse aide trainee,
- Name and address of the facility,
- Training Program Identification Number and the date the individual successfully completed the nurse aide training program,
- Name, title and signature of the training program Program Coordinator,
- Signature of the nurse aide trainee; and
- Name and signature of the nursing home Administrator [AOR] or, for a non-nursing home based programs, the Director or owner.

Individuals successfully passing both components of the certification examination shall have their name added to the New York State Nursing Home Nurse Aide Registry and shall receive in the mail their New York State Nursing Home Nurse Aide Certification certificate and wallet card. Individuals that are not successful in passing either the clinical skills test or the written/oral test shall receive an official score report that includes diagnostic information by knowledge or content area. The NATP and the employing nursing homes will receive weekly reports from the contractor providing examination performance of each of their candidate(s) tested during the report period.

If the individual has not passed the certification examination within the three attempts and/or within 120 days of their first day of training or employment, the individual may no longer work as a nurse aide trainee in the nursing home. The facility may assign the individual to non-resident contact duties.

### D. NURSING HOME NURSE AIDE TRAINING PROGRAM CONTENT OUTLINE

The content outline provides an easy to read listing of the units, topics and lessons required to be taught during the state-approved nursing home nurse aide training program. For each lesson, minimum classroom and laboratory training times have been identified. No lesson may be eliminated, reduced, substituted or replaced. The facility may increase the minimum training times for a lesson and/or include additional lessons to this mandated training program curriculum as appropriate for the facility resident population and trainees. In such instances, the NATP would be longer than 100-hours.

<b>NURSE AIDE TRAINING PROGRAM                      COURSE CONTENT OUTLINE                      Total Training Time = 100 Hours</b>						
	Unit training times	LESSONS	TRAINING TIMES In minutes			
	(hh:mm)		Class	Lab	Clinical	
<b>UNIT I: Introductory Curriculum</b>			995.00	865.00	130.00	0.00
	<b>16:35</b>					
A. Communication and Interpersonal Skills (Core Values)						
		1. Theories of basic human needs [30 minutes - BCC Unit I-A]	30.00			
		2. Diversity [30 minutes - BCC Unit I-C]	15.00			
		3. The resident, resident's family, and visitors (others) [30 minutes - BCC Unit I-D(a.-e.)]				
		(i) types of communication	5.00	10		
		(ii) effective communication	20.00	20		
		(iii) active listening	5.00	5		
		(iv) residents are people too	30.00			
		4. The health care team				
		(i) multi discipline - comprehensive care planning	20.00			
		(ii) resident record/chart	20.00			
		(iii) observation and reporting [15 minutes - BCC Unit I-E]	15.00			
		5. Confidentiality [15 minutes - BCC Unit I-F]	15.00			
		(i) conversations				
		(ii) information and records				
B. Infection Control						
		1. Micro organisms	15.00			
		(i) types				
		(ii) environment				
		2. The process of infection	60.00			
		(i) chain of infection [ BCC Unit II-A]				
		(ii) nosocomial infection				

		(iii) risk factors			
		(iv) types of infection			
		(v) infection control program			
		3. Medical asepsis			
		(i) hand washing [15 minutes - BCC Unit II-C]	15.00	15	
		(ii) concept of clean and dirty [ __ minutes - BCC Unit II- ]	20.00		
		(iii) care of supplies and equipment	above		
		4. Universal precautions	20.00		
		5. Blood borne pathogens			
		(i) blood borne diseases	15.00		
		(ii) Hepatitis B virus	40.00		
		(iii) Hepatitis C virus	above		
		(iii) HIV	above		
		6. exposure control	30.00		
		[minimum performance skills: (3.1) hand washing]			
		C. Safety and Emergency Procedures, including the Heimlich maneuver			
		1. OSHA	10.00		
		2. environmental			
		(i) floors	10.00		
		(ii) equipment	15.00		
		(iii) building structure	10.00		
		3. Resident risk factors	30.00		
		(i) impaired judgement	above		
		(ii) impaired vision and hearing senses	above		
		(iii) impaired mobility	above		
		(iv) medications	above		
		4. Accidents and incidents			
		(i) introduction and definitions	5.00		
		(ii) common types - falls, burns, misidentification, restraints, missing residents, choking/suffocation	30.00		
		(iii) reporting	40.00		
		(iii) reporting	20.00		
		5. Disaster plan	15.00		
		6. Responding to emergency codes	15.00		
		7. Fire safety			
		(i)causes of fire and prevention	50.00		
		(ii) response to fire	10.00	20	
		(iii) response to alarms	10.00	15	
		(iv) how to use fire extinguisher	15.00	10	
		(v) evacuating residents	15.00	15	
		8. Choking and Heimlich maneuver	15.00	20	
		[minimum performance skills: (7.4) using an ABC fire extinguisher; (8) Heimlich Maneuver]			
		D. Promoting Residents' Independence			
		1. Physical effects of aging process	20.00		
		2. Emotional/Social effects of aging	30.00		
		3. Methods to promote independence	20.00		
		(i) choice	above		
		(ii) patient vs. resident	above		
		(iii) self care	above		
		4. Quality of Life, Quality of Care	20.00		

E. Respecting Residents' Rights					
		1. Basic human rights [ ___ minutes - BCC Unit I-B]	25.00		
		2. Patient abuse reporting law	45.00		
		(i) kinds of abuse			
		(ii) requirements of law			
		(iii) effects of law			
<b>UNIT II: Basic nursing skills</b>			460.00	300.00	160.00 0.00
	<b>7:40</b>				
<b>MUST TEACH ALL LESSONS FROM UNIT II-D FIRST THEN, MAY BEGIN SUPERVISED CLINICAL TRAINING TIME WITH RESIDENTS, WHEN APPROPRIATE.</b>					
A. Taking and recording vital signs					
		1. The Respiratory and Circulatory Systems	30.00		
		2. Overview	15.00		
		3. Taking and recording respirations	10.00	10	
		4. Taking and recording temperatures	15.00	15	
		5. Taking and recording radial pulse	15.00	30	
[minimum performance skills: (2) measure and record respiration; (3) measure and record oral temperature using a non-digital thermometer; measure and record rectal temperature using a non-digital thermometer; (4) measure and record radial pulse]					
B. Measuring and recording height and weight					
		1. Measuring/recording height	10.00	10	
		2. Measuring/recording weight	10.00	10	
[minimum performance skills: (1) measure and record height; (2) measure and record weight using a balance scale and a chair scale]					
C. Caring for the resident's environment					
		1. Components and care of the resident's environment	20.00	20	
		2. Isolation Precautions	25.00	25	
		3. Occupied bed	10.00	30	
[minimum performance skills: (1) makes an unoccupied bed; use of personal protective equipment (PPE) - disposable gloves, gown, goggles and mask; (2) follows isolation procedures in disposal of soiled linen; and (3) make an occupied bed;]					
D. Recognizing abnormal changes in body functioning and the importance of reporting such changes to a supervisor					
		1. identifying and reporting abnormal functioning of body systems	60.00		
H. Freedom from pain [15 minutes - BCC Unit III-A] new					
		1. Pain management			
		2. Recognizing and reporting pain			
E. Care for resident when death is imminent					
		1. Care of resident and significant others at time of death	45.00		
		2. Providing post mortem care for resident	5.00	10	
[minimum performance skills: (2) provides post mortem care]					
<b>UNIT III: Personal care skills</b>			1695.00	970.00	725.00 0.00
	<b>28:15</b>				
A. Overview for personal care					
		1. Core Concepts/Values and Indirect Care Skills	30.00		
		2. Organizing, prioritizing, flexibility	30.00		
B. Bathing					

LESSONS 1 - 4 FROM UNIT III-B MUST BE TAUGHT BEFORE UNIT III-B LESSIONS 5 AND 6					
		1. Overview		15.00	
		2. Complete bed bath		30.00	30
		3. Partial bed bath [90 minutes - BCC Unit IV-A1-4]		15.00	15
		4. AM and PM care [90 minutes - BCC Unit IV-A1-4]		10.00	15
		5. Shower [90 minutes – BCC Unit IV-A1-4]		15.00	20
		6. Tub/whirlpool [90 minutes - BCC Unit IV-A1-4]		20.00	20
[minimum performance skills: (2) give a complete bed bath; (3) give a partial bed bath; and (4) provide AM and PM care to resident; (5) give a resident a shower; and (6) give a resident a tub/whirlpool bath; (1) indirect care/core values]					
<b>C. Grooming</b>					
		1. Overview		10.00	
		2. Hair Care [10 minutes - BCC Unit IV-B1]		10.00	20
		(i) shampooing			
		(ii) brushing and combing			
		3. Mouth Care			
		(i) conscious resident – partial assist, total assist [60 minutes – BCC Unit IV-B2 a-c]		10.00	15
		(ii) unconscious resident		10.00	10
		(iii) dentures [60 minutes - BCC Unit IV-B2a-c]		10.00	20
		(iv) edentulous [60 minutes - BCC Unit IV-B2a-c]		5.00	10
		4. Shaving a Resident [20 minutes - BCC Unit IV-B3]		10.00	15
		5. Hand and Nail Care [20 minutes - BCC Unit IV-B4]		10.00	15
		6. Foot Care [40 minutes - BCC Unit IV-B5]		20.00	20
[minimum performance skills: (2) provide hair care - shampoo and grooming; (3) provides mouth care - natural teeth, dentures, no teeth (4); shave a resident with a safety razor; (5) provide hand and nail care; (6) provides foot care]					
<b>D. Dressing</b>					
		1. Overview		5.00	
		2. Assisting the resident [30 minutes - BCC Unit IV-Ca-b]			
		(i) dependent dresser		15.00	30
		(ii) independent dresser/minimal assistance		5.00	5
		3. Adaptive equipment [15 minutes - BCC Unit IV-C2a-c]		15.00	30
		(i) glasses		above	
		(ii) hearing aides [Not in BCC]		above	
		(iii) artificial limbs		above	
[minimum performance skills: (2) dress a resident - dependent resident, independent resident, (3) dress a resident with adaptive devices – hearing aide and glasses; and provide hearing aide care]					
<b>E. Toileting</b>					
		1. The Urinary system		20.00	
		2. The Reproductive System		20.00	
		3. Perineal care		15.00	20
		(i) male resident			
		(ii) female resident			
		4. Assisting with bedpan/urinal [35 minutes - BCC Unit III-B1]		20.00	15
		5. Using the bedside commode [35 minutes - BCC Unit III-B2]		15.00	15
		6. The incontinent resident		30.00	20
		(i) bladder			



		(ii) bowel			
		7. Urinary catheter care (cysto / indwelling / external)	20.00	35	
		(i) catheter care			
		(ii) emptying urinary drainage bag			
		8. Measuring / reporting intake and output	10.00	15	
		9. Digestive system	20.00		
		10. Colostomy care	10.00	20	
		11. Collecting specimens	10.00	10	
[minimum performance skills: (2) provide perineal care - female resident, male resident; (3) toilets a resident - offers/removes and cleans the bedpan ; offers/removes and cleans the urinal; (4) toilets a resident - using the commode; (5) provide perineal care – incontinent resident; (6.1) provide care for an indwelling catheter; (6.2) caring for urinary drainage apparatus - leg bag; (7) measure and record intake, measure and record urinary output; (9) provide routine ostomy care; (10) collect routine urine specimen, collect stool specimen]					
<b>ALL LESSONS FROM UNIT III, TOPICS F AND G MUST BE TAUGHT TOGETHER</b>					
<b>F. Assisting with eating and hydration</b>					
		1. The Endocrine System			
		a. Overview	15.00		
		b. Diabetes	20.00	10	
		2. Nutrition and a balanced diet [20 minutes - BCC Unit III-C1]	20.00		
		3. Fluid balance	15.00		
		4. Therapeutic diets	20.00		
		5. Nutritional supplements	10.00		
		6. The dining experience	15.00		
<b>G. Proper feeding techniques</b>					
		1. Adaptive devices for feeding	20.00	10	
		2. Assisting residents with dysphagia -	10.00	0	
		3. Assistance for independent eaters [65 minutes – BCC Unit III-C2]	10.00	10	
		4. Partial assistance with feeding [included with independent eaters]	5.00	30	
		5. Total assistance with feeding	15.00	30	
		6. Other methods of providing food/fluids	20.00	10	
[minimum performance skills: (2,3,4,5) provide assistance when eating - partial feeding resident, dependent feeding resident, self feeding resident]					
<b>H. Skin care and Alternations in Skin</b>					
		1. The integumentary system	10.00		
		2. Healthy skin [20 minutes - BCC Unit III-D1a]	20.00		
		3. Alterations in skin [60 minutes - BCC Unit III-D1b]	60.00		
		4. Protective Devices	5.00	15	
		5. The Back rub	5.00	10	
[minimum performance skills: (4) use of protective devises; (5) give a resident a back rub;]					
<b>I. Transfers, positioning, and turning</b>					
		1. The Musculoskeletal system	10.00		
		2. The Musculoskeletal system - abnormalities and age related changes	10.00		
		3. Residents with fractures	15.00		
		4. Body mechanics [15 minutes - BCC Unit III-E1a]	15.00	15	

		5. Positioning the resident in bed and chair [15 minutes – BCC Unit III-E1b	15.00	30	
		6. Transfer with one assist [15 minutes - BCC Unit III-E1c]	10.00	30	
		7. Transfer with two assist	20.00	30	
		8. Mechanical lift: chair to bed and bed to chair	30.00	30	
		9. Transfer with a transfer belt	5.00	10	
		10. Lift sheets	5.00	5	
[minimum performance skills: (5) position the resident in bed on side ; positioning the resident in bed using trapeze, side rails and other positioning devises; (5) or (1) assist resident to move up in bed; (6) transfer resident with one person – pivoting, transfer resident from bed to wheelchair; (7) transfer resident with two persons – pivoting, lifting; (8) using the mechanical lift; (9) using a transfer belt to transfer a resident; (10) using a lift sheet to position or move a resident.]					
<b>J. Ambulation</b>					
		1. The Nervous System			
		a. Overview	10.00		
		b. Seizure	10.00		
		c. CVA/Stroke	10.00		
		2. One assist [30 minutes - BCC Unit III-E2(a-c)]	20.00	10	
		3. Assistive devices including transfer belt	above		
		4. Safety principles	above		
<b>UNIT IV: Mental health and social service needs</b>			120.00	120.00	0.00 0.00
<b>2:00</b>					
<b>A. Developmental tasks that occur with the aging process</b>					
		1. Changes in behavior and body, concept of loss	30.00		
<b>B. How to respond to resident behaviors</b>					
		1. Human behavior	20.00		
		(i) negative behavior			
		(ii) appropriate interventions			
<b>C. Modifying aide's behavior in response to resident's behavior</b>					
		1. Therapeutic intervention	20.00		
		(i) verbally and/or physically aggressive behavior	Above		
		(ii) inappropriate or self-destructive behavior	Above		
<b>D. Allowing the resident to make personal choices, providing and reinforcing other behavior consistent with the resident's dignity.</b>					
		1. Personal choice and a sense of control	20.00		
		(i) cultural diversity			
		(ii) resident dignity			
		(iii) resident confidentiality			
<b>E. Family as a source of emotional support</b>					
		1. Who is family	30.00		
		(i) family reaction to placement			
		(ii) family adjustment to placement			
		(iii) family dynamics			
<b>UNIT V: Care of Cognitively Impaired Residents</b>			285.00	285.00	0.00
<b>4:45</b>					
<b>A. Techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer's and others)</b>					
		1. Understanding cognitively impairment and dementia - causes and symptoms	15.00		

		2. Alzheimer's disease		45.00		
B. Communicating with cognitively impaired residents				30.00		
		1. Verbal communication				
		2. Non-verbal communication				
C. Understanding behaviors of cognitively impaired residents				60.00		
		1. Identifying behaviors and causes				
		(i) common behaviors - wandering, agitation, depression, combativeness, sundowner syndrome, confusion, sexual aggression				
		(ii) causes of behaviors				
		(iii) family and staff reactions and behaviors				
D. Appropriate responses to the behavior of cognitively impaired residents						
		1. Behavior management techniques		30.00		
		2. Accommodating and redirecting behaviors		30.00		
E. Methods of reducing the effects of cognitive impairments						
		1. Environmental methods		15.00		
		2. Interpersonal methods		15.00		
		3. Systematic methods		45.00		
		(i) reality orientation				
		(ii) reminiscence therapy				
		(iii) validation therapy				
<b>UNIT VI: Basic Restorative Services</b>			310.00	165.00	145.00	0.00
	<b>5:10</b>					
A. Training the resident in self care according to the resident's abilities						
		1. Introduction to restorative nursing care		20.00		
B. Use of assistive devices in transferring, ambulating, eating and dressing						
		1. Understanding the role of PT, OT and the use of assistive devices in restorative nursing care		15.00	30	
		2. Use of assistive devices in eating		10.00	15	
		3. Use of assistive devices in dressing		10.00	15	
[minimum performance skills: VIB(1) assist resident to ambulate; use a transfer belt to ambulate a resident, assist with adaptive equipment for ambulating – cane, walker, VIB(2) assist with adaptive equipment for feeding – cup, utensils, plate and vision impaired set-up]						
C. Maintenance of range of motion						
		1. Maintenance of ROM [30 minutes - BCC Unit III-E3]		30.00	30	
		(i) Upper Extremities				
		(ii) Lower Extremities				
[minimum performance skills: VI(6) perform ROM lower extremities - hip, knee, ankle, toes; perform ROM upper extremities – shoulder, elbow, wrist, fingers]						
D. Proper turning and positioning in bed and chairs						
		1. Turning and positioning in bed		15.00	30	
		2. Proper positioning and re-positioning in a chair		10.00	10	
[minimum performance skills: (1), (5) assist resident to move up in bed; position resident in bed on side; (2) position and reposition a resident in chair with a positioning devise; (1 and 2) using positioning devises – pillow; blankets]						
E. Bowel and bladder training						
		1. Bowel training		20.00		
		2. Bladder training		20.00		
F. Care and use of prosthetic and orthotic devices						

		1. Care and use of prosthetic and orthotic devices used in a restorative nursing environment	15.00	15	
		[minimum performance skills: (1) applies hand splint]			
		<b>UNIT VII: Resident's Rights</b>	335.00	295.00	40.00 0.00
		<b>5:35</b>			
		A. Providing privacy and maintenance of confidentiality			
		1. Dignity	10.00		
		2. Personal privacy	15.00		
		3. Confidentiality	above		
		(i) personal information	above		
		(ii) medical information	above		
		B. Promoting resident's rights			
		1. Basic rights of residents	20.00		
		(i) methods to promote			
		(ii) how rights are violated			
		2. The importance of religious belief	20.00		
		3. Human sexuality	20.00		
		C. Giving assistance in resolving grievances and disputes			
		1. Problem solving	20.00		
		2. Facility policy	10.00		
		3. Resident council	10.00		
		4. DOH	10.00		
		5. Ombudsman program	10.00		
		D. Providing needed assistance in getting to and participating in resident and family groups and other activities			
		1. Choice	10.00		
		2. Religious/spiritual	10.00		
		3. Community including religious	10.00		
		4. Privacy	5.00		
		5. Consenting adults	5.00		
		6. Importance of activities	10.00		
		E. Maintaining care and security of resident's personal possessions			
		1. Respect of all personal belongings	15.00		
		2. Misappropriation of resident property	15.00		
		F. Promoting the resident's rights to be free from abuse, mistreatment, and neglect and the need to report any instance of such treatment to appropriate facility staff.			
		1. Understand and recognize all forms of abuse	20.00		
		G. Avoiding the need for restraints in accordance with current professional standards			
		1. Restraints	10.00		
		2. Restraint safety			
		(i) application of waist restraints	10.00	20	
		(ii) monitoring and release policy	10.00	10	
		3. Restraint free environment			
		(i) alternative to restraints	20.00	10	
		[minimum performance skills: (2.1) applies waist restraint]			
		<b>SUPERVISED CLINICAL TRAINING WITH NURSING HOME RESIDENTS - 30 HOURS</b>			
			1800.00	0.00	0.00 1800
		a. Training on the resident unit with residents, under the direct supervision of a nurse, other than the unit charge nurse.			

b.	This training time may be dispersed throughout the program, as appropriate, or performed at the end of all classroom and lab training.					
c.	During this time, the nurse aide trainee practices, with residents in real situations, the skills learned during the training program, prior to the return demonstration to the program coordinator or primary instructor.					
d.	The nurse aide trainee, enrolled in a training program, may work in the nursing home, performing those tasks or skills that the trainee has successfully demonstrated as part of the training program to the program coordinator/primary instructor. Such work time is scheduled outside of training time.					
			<b>TOTAL</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>
<b>TOTAL NURSE AIDE TRAINING PROGRAM = (in minutes)</b>			<b>6000.00</b>	<b>3000.00</b>	<b>1200.00</b>	<b>1800.00</b>
		<b>Training time in hours =</b>	<b>100.00</b>	<b>50.00</b>	<b>20.00</b>	<b>30.00</b>

## **E. NURSING HOME TRAINING PROGRAM CURRICULUM FOR NURSING HOME NURSE AIDE CERTIFICATION**

STATEMENT OF CORE VALUES  
FOR ALL CAREGIVERS

Page 22

### **NURSING HOME NURSE AIDE STATE-APPROVED TRAINING PROGRAM UNITS**

<b>UNIT</b>	<b>PAGE</b>
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III. Personal Care Skills	90
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VIII. Supervised Clinical Training with Nursing Home Residents	---

## **NURSING HOME NURSE AIDE TRAINING PROGRAM For NURSE AIDE CERTIFICATION**

### **At the Beginning of the CNA Curriculum**

Core values underlie all aspects of care, in all care settings and profoundly influence effectiveness and satisfaction across the full range of performance.

All care given must demonstrate: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a therapeutic relationship (i.e., the value of autonomy and control, adapting to resident's preferences and routines and limits, maintaining privacy and confidentiality, and encouraging individuals to be as independent as possible). In addition, the impact of the actual setting/environment on the resident and the resident's adjustment to care must be understood and responded to throughout the program.

### **Objective Statement for each Lesson of the Curriculum:**

All nurse aide trainees must incorporate and demonstrate in their skills and knowledge the understanding and integration of the following core values: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a demonstration of a therapeutic relationship (i.e., the value of autonomy and control, adapting to resident's preferences and routines and limits, maintaining privacy and confidentiality, providing care in a caring and compassionate manner and encouraging individuals to be as independent as possible). In addition, the impact of the actual setting/environment on the resident's and the resident's adjustment to care must be understood and responded to throughout the program.

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 1. Theories of Basic Human Needs **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain BASICS Hierarchy of Residents' Needs in Long Term Care
2. Understand and be sensitive to basic human needs.
3. Recognize the dignity and worth of each resident.
4. Discuss how human needs are, or can be, met at each level
5. Explain how the nursing home can meet each resident's different level of needs
6. Explain how the resident may express unmet needs

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the different levels of BASICS Hierarchy of Residents' Needs in Long Term Care.
2. Demonstrate one example how the nurse aide can provide assistance to a resident to meet his/her needs at each level of the hierarchy
3. Demonstrate through the use of scenarios how the nurse aide recognizes the dignity and worth of each resident and demonstrates respect and compassion in relating to them as total persons.
4. State three ways the nurse aide can assist the resident to meet/achieve their needs in the nursing home
5. State three behaviors of residents which may be caused by their unmet needs
6. Demonstrate how to meet the resident's unmet needs.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, handouts, role play Use of BASICS Hierarchy of Residents' Needs in Long-Term Care

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation; Written/oral quiz; Demonstration/role play



**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 2. Diversity **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify factors that contribute to each person's individuality
2. Discuss the dignity and worth of each resident as an individual.
3. Develop an awareness of, and respect for, the range of diversity in oneself as well as in others, including, but not limited to: race, spiritual/religious beliefs, national origin, sexual orientation, and age.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name three factors that contribute to a person's individuality
2. Give two examples of how the following factors impact behavior and lifestyle: race, spiritual/religious beliefs, national origin, sexual orientation and age.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture and Video

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation; Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 3. The Resident, Resident's Family, and Visitors (others)  
 a. Types of Communication **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** 10 Min.

**Clinical Training Time:**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define communication and its importance
2. Define non-verbal communications
3. Define verbal communications
4. Define and discuss feedback

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Verbalize the definitions of communication and feedback
2. List three types of communication
3. List two examples of non-verbal communications
4. List two examples of verbal communications

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 3. The Resident, Resident's Family, and Visitors (others)  
b. Effective Communication **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the principles of effective communication
2. Discuss physical, cultural and emotional barriers to effective communication.
3. Discuss communication techniques to use with individuals having hearing impairments.
4. Discuss communication techniques to use with individuals having cognitive impairments.
5. Discuss communication techniques to use with individuals having aphasic impairments.
6. Discuss different cultures and how elements of diversity affect caregiving including verbal and non-verbal communications, health-related beliefs, family relating and systems of support.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List three principles of effective communication with fellow student
2. List three barriers to effective communication
3. State three ways the CNA can communicate with a hearing impaired person.
4. State three ways the CNA can effectively communicate with a cognitively impaired resident.
5. List three ways the CNA can enhance communication with an aphasic resident.
6. Identify three cultural differences in communication and interpersonal interactions.
7. Demonstrate how elements of diversity affect care giving including examples of verbal and non-verbal communications, health-related beliefs, family relating and systems of support.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture; Role play - conversation with a visually impaired (use cataract glasses), hearing impaired (ear plugs), and physically impaired (non-dominant hand use) classmate

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation and Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 3. The Resident, Resident's Family, and Visitors (others)  
 c. Active Listening **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

5 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define active listening
2. Discuss active listening and barriers to effective communication

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State three ways the CNA can be a good listener
2. Demonstrate active listening skills while providing care to residents.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 3. The Resident, Resident's Family, and Visitors (others)  
 d. Residents Are People Too/Developing a Therapeutic Relationship  
**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss "patient" vs. "resident"
2. Identify resident losses attributed to nursing home placement
3. Discuss the resident's need to establish new relationships in the nursing home
4. Define a therapeutic relationship
5. Discuss ways to establish a therapeutic relationship: planned, purposeful, built on trust.
6. Discuss how personal attitudes of illness and dependency affect establishing a therapeutic relationship.
7. Identify the nurse aide's role in ways to foster independence for the resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Differentiate between resident/patient
2. Name three resident losses attributed to nursing home placement
3. Describe three behaviors the CNA can exhibit that will assist the resident in this transition to the nursing home setting
4. State three things CNA's have to do to get to know the resident
5. Demonstrate how to establish a therapeutic relationship through the use of scenarios and role playing. Include the value of individual autonomy and control by showing how to work together with residents in providing care, and taking into account their desire to be as independent as possible.
6. Identify three examples of how to establish a therapeutic relationship.
7. Demonstrate two ways the nurse aide can foster independence for or in the care of the resident

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, discussions; Role Playing

and Video

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation and Written/oral quiz

- UNIT:** I Introductory Curriculum
- TOPIC:** A. Communication and Interpersonal Skills
- LESSON:** 4. The Health Care Team  
a. Interdisciplinary - Comprehensive Care Planning

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the personal characteristics of the nurse aide
2. Identify the nurse aide's role within the health care team.
3. Identify the members of the health care team and their role in resident care
4. Identify the purpose of a team approach as it relates to comprehensive care planning.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State three (3) characteristics of the nurse aide.
2. State three responsibilities of the nurse aide in his/her role in the health care team.
3. Name all the members of the health care team and the service they provide toward quality resident care.
4. List three reasons a team approach helps to provide for the highest quality of resident care.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Observation

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz



**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 4. The Health Care Team  
 b. Resident Record/Chart

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Name and identify the records that relate to the care of a resident.
2. Identify the universal tool for resident assessment in a long term care facility.
3. State the purposes of a resident chart.
4. Identify the areas of the nursing care plan
5. Identify ways the nurse aide will use the resident chart and nursing care plan

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List two major records that relate to the care of a resident in a long term care facility.
2. Identify and state that the MDS+ is the universal assessment tool used in long term care.
3. State the sole purpose of the resident record.
4. List all the components of a well written care plan.
5. State three ways the nurse aide will utilize resident records in their daily work.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communication and Interpersonal Skills

**LESSON:** 4. The Health Care Team  
 c. Caregiver Observation and Reporting **[BASIC CORE]**

**TIME:**

**Classroom training time**

**Didactic:** 15 Min

**Lab:** \_\_\_\_\_

**Clinical Training Time:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will

1. Describe the components of skilled observation using the senses (sight, smell, hearing, touch) and know the normal.
2. Discuss guidelines for reporting changes in resident condition and/or environment.
3. Discuss the components of documentation including legible handwriting, spelling and grammar, and factual information about observations.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. List the components necessary for accurate observations.
2. Identify situations that should be reported.
3. Demonstrate the ability to report effectively by writing legibly, using correct terminology, and describing an observation using factual information.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, class discussion, role play, video

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, worksheet, and written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** A. Communications and Interpersonal Skills

**LESSON:** 5. Confidentiality **[BASIC CORE]**  
 a. Conversations  
 b. Information and records

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min

**Lab:** \_\_\_\_\_

**Clinical Training Time:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will

1. Discuss the scope and importance of confidentiality including conversations, observations, and reporting
2. Discuss responsibility for maintaining confidentiality
3. Identify the importance of confidentiality as it pertains to personal and medical information
4. Identify guidelines for protecting information of the resident including HIPAA

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. State three types of information covered by confidentiality
2. Identify three reasons confidentiality is important
3. List three ways the caregiver can preserve confidentiality of personal information
4. List three ways medical information is protected
5. Demonstrate awareness of and maintenance of confidentiality during personal conduct. (e.g. conversations with co-workers, other residents, supervisors, etc.)

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Discussion  
 Video; Role play

**SUGGESTED EVALUATION METHODOLOGIES:**

Group participation  
 Written/Oral quiz  
 Demonstration

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 1. Microorganisms  
a. Types  
b. Environment

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

\_\_\_\_\_

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define microorganisms.
2. Describe types of microorganisms that cause infection, including multidrug resistant organisms.
3. Describe modes of transmission for the spread of infections.
4. Describe the types of environments favorable for the growth of bacteria and/or the survival of viruses.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the meaning of microorganism in own words.
2. Define and differentiate bacteria, virus and multidrug resistant organisms.
3. Name three ways microorganisms can be spread.
4. Identify three means of preventing the spread of bacteria.
5. Identify three means of preventing the spread of viruses.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 2. The process of infection  
 a. Chain of infection  
 b. Nosocomial infection  
 c. Risk Factors  
 d. Types of Infections  
 e. Infection Control Program

**[BASIC CORE (a only)]**

**TIME:**

**Classroom Training Time**

**Didactic:** 60 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the components of the chain of infection
2. Discuss nosocomial infection
3. Discuss why the geriatric resident is susceptible to infection
4. Discuss the common types of infections found in the nursing home resident
5. Identify residents at high risk for infections
6. Discuss the purpose of an Infection Control Program in the nursing home

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Diagram the chain of infection
2. State three common ways common types of infections are spread
3. State the meaning of nosocomial infection
4. List three reasons the geriatric resident is susceptible to infection
5. List the three most common infections found in the nursing home resident
6. List three diseases that make the elderly more infection prone
7. State the purpose of an Infection Control Program

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Sketch Board

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 3. Medical Asepsis  
a. Hand washing

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

15 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define medical asepsis
2. Discuss the importance of hand washing in infection control
3. Discuss when it is appropriate for the nurse aide to wash hands
4. Demonstrate proper procedure for hand washing with soap and water
5. Identify alternate sources of hand washing when soap and water are not available (foam or alcohol wipes)

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State definition of medical asepsis
2. List two ways hand washing aids in preventing infections
3. List three instances from the time the CNA comes to work in the nursing home until the time the CNA leaves at the end of his/her shift when they should wash their hands
4. Wash hands with soap and water utilizing principles of infection control (for at least 15 seconds)
5. Name two alternate sources of hand washing when soap and water is not available

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written/oral quiz  
Skills performance check list

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 3. Medical Asepsis  
 b. Concept of clean and dirty  
 c. Care of supplies and equipment

**[BASIC CORE (b only)]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain the concept "clean vs. dirty"
2. Discuss the care and disposal of contaminated equipment
3. Discuss the proper methods for the cleaning of equipment including sterilization and disinfecting
4. Discuss the impact of "borrowing" supplies or equipment on resident health in terms of contamination and transmission of infection
5. Identify the purpose of disposable vs. reusable equipment

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the concept of clean and dirty and give an example of the clean vs. dirty theory
2. State the procedure for care and disposal of contaminated equipment
3. State the difference between sterilization and disinfection
4. List three benefits of disposable vs. reusable supplies
5. State three problems associated with borrowing equipment

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum  
**TOPIC:** B. Infection Control  
**LESSON:** 4. Standard/Universal Precautions

**TIME:**  
**Classroom Training Time**  
**Didactic:** 20 Min.  
**Lab:**  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Discuss the concept of "Standard/Universal Precautions"  
 2. Discuss the body fluids that are considered potentially infectious  
 3. Discuss the purpose and goal of infection control procedures

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee will:  
 1. State the purpose of Standard/Universal Precautions is to treat all blood or items contaminated with blood as if they were infectious  
 2. Name three body fluids that must be handled with standard or universal precautions  
 3. State the goal of infection control procedures

**SUGGESTED TEACHING METHODOLOGIES:** Lectures

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
 Written/oral quiz



**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 5. Blood Borne Pathogens  
a. Blood borne disease

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify blood borne diseases that the nurse aide could be exposed to working in a long term care facility
2. Identify the two most significant blood borne diseases the nurse aide could be exposed to

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name four blood borne diseases
2. State the two most significant blood borne diseases that can be acquired in a long term care setting.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 5. Blood Borne Pathogens  
 b. Hepatitis B Virus  
 c. Hepatitis C Virus  
 d. HIV

**TIME:**

**Classroom Training Time**

**Didactic:** 40 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss transmission of HBV/Hepatitis B Virus - Define hepatitis
2. Discuss transmission of HCV/Hepatitis C Virus
3. Discuss transmission of (HIV) Human Immunodeficiency Virus
4. Identify means of transmission
5. Identify means to prevent transmission

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Recite five body fluids that can transmit HIV, HBV and HCV
2. Identify the most common blood borne disease acquired on the job
3. Identify three means to prevent transmission of blood borne pathogens

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
 Written/oral quiz

**UNIT:** I Introductory Curriculum

**TOPIC:** B. Infection Control

**LESSON:** 6. Exposure Control

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss Exposure Control Plans and its inclusions
2. Identify the location of this facility's exposure control plan
3. Discuss this facility's exposure control plan

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the purpose of an Exposure Control Plan
2. State the location of Exposure Control Plan
3. Identify three components of this facility's Exposure Control Plan
4. Identify the staff person responsible for this facility's Exposure Control Plan

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz

**UNIT:** I. Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 1. OSHA

**TIME:****Classroom Training Time****Didactic:** 10 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. State the role of the Occupational Safety and Health Administration
2. Discuss the Right to Know Law
3. Discuss the Minimum Safety Data Sheet
4. Discuss the types and purpose of Personal Protective Equipment

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Identify the who, what, why of OSHA regulations
2. State the basic purpose of the Right to Know Law
3. State the purpose and locations of the MSDS in this nursing home
4. Name three types of PPE and their function

**SUGGESTED TEACHING METHODOLOGIES:** Demonstration, Lecture**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** I Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 2. Environmental  
 a. Floors

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>10 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training Time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss various floor safety hazards including but not limited to: spills, tripping, and glare
2. Discuss corrective actions for each recognized safety hazard

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List three potential safety hazards.
2. State one corrective action technique for each potential hazard.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, video

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, observation/audit of resident care

**UNIT:** I Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 2. Environmental  
 b. Equipment

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss equipment safety hazards including but not limited to broken equipment, sharp edges, and electrical hazards
2. Outline procedure for reporting faulty equipment
3. Discuss safety hazards related to transport and use of oxygen tank and concentrator
4. Discuss the need to follow facility policy and procedures regarding operation and handling of all equipment for safety reasons, including but not limited to locking wheelchairs and beds, checking water temperatures, and checking lift supports

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List three equipment safety hazards to check before equipment is used
2. State reporting procedure for faulty equipment
3. Identify two potential hazards when transporting/using oxygen
4. State the importance of following all policy and procedures regarding the use of equipment

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, reading assignment, video, demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 2. Environmental  
 c. Building Structure

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Recognize structural safety hazards including, but not limited to, blind spots, ramps, stairs, inside and outside doors, as they relate to this building
2. State safe resident care techniques for building structure hazards
3. Recognize the importance of devices used to prevent elopements

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List three potential building structure safety hazards.
2. State one safety care technique for each potential hazard.
3. Identify the proper use of three devices used to prevent elopement

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, video

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, observation/audit of resident care

- UNIT:** I Introductory Curriculum
- TOPIC:** C. Safety and Emergency Procedures
- LESSON:** 3. Resident Risk Factors
- a. Impaired Judgement
  - b. Impaired Vision and Hearing Senses
  - c. Impaired Mobility
  - d. Medications

**TIME:****Classroom Training Time****Didactic:**30 Min.**Lab:**

\_\_\_\_\_

**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss each of the following as a risk factor or cause of resident accidents and incidents:
  - a. Impaired judgement
  - b. Impaired vision and hearing senses
  - c. Impaired mobility
  - d. Medications
2. Identify and discuss the types of accidents and incidents that may be caused by each of the above risk factors
3. Discuss resident care techniques/interventions that the nurse aide may implement that may help decrease accidents/incidents due to each of these risk factors
4. Discuss the role of the Comprehensive Care Plan Team in the identification of and mechanisms to reduce the safety risk for residents for each of the above risk factors

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the relationship between each of the following risk factors and increased resident accidents/incidents.
  - a. Impaired judgement
  - b. Impaired vision and hearing senses
  - c. Impaired mobility
  - d. Medications
2. List one example of the accident or incident that each risk factor may cause.
3. State one NA care technique/intervention for each stated risk factor that will help decrease accidents/incidents.



4. Check the resident's care plan for risk reduction techniques and interventions and monitor the resident's behavior for identification of risk factors

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, observation of resident care

**UNIT:** I Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 4. Accidents and Incidents  
 a. Introduction and Definitions

**TIME:**  
**Classroom Training Time**  
**Didactic:** 5 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Differentiate between "accidents" and "incidents"  
 2. Discuss the nurse aide's responsibility for keeping the residents safe

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee will:  
 1. Define "accident" and "incident"  
 2. Demonstrate safety and accident prevention when providing care in the clinical settings

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, return demonstrations during provision of care

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
 b. Common Types  
 (1) Falls

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss issues related to falls in a long term care facility (LTC).
2. Discuss measures the facility may take to reduce the risk of resident and staff falling
3. Discuss measures the nurse aide may take to reduce the risk of resident and staff falling
4. Discuss measures to take when a resident begins to fall during ambulation or transfer.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name three scenarios where a resident is at an increased risk of falling
2. Name three measures the facility could implement to reduce the risk of falls
3. Name three measures the nurse aide could implement to reduce the risk of falls
4. Name two measures the nurse aide should take when a resident begins to fall during ambulation or transfer.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
 b. Common Types  
 (2) Burns

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>10 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training Time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the common causes of burns in LTC facility.
2. Discuss measures to reduce the risk of burns to residents and staff from hot liquids, hot food, bath water, cigarettes, and other sources

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name two common causes of burns.
2. Name two measures to reduce the risk of burns to residents
3. Name two measures to reduce the risk of burns to staff

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
b. Common Types  
(3) Misidentification

**TIME:****Classroom Training Time****Didactic:**10 Min.**Lab:**

\_\_\_\_\_

**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the common causes of the mis-identification of residents.
2. Discuss the proper way to identify a resident

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name two common causes for the mis-identification of residents.
2. Name three ways to properly identify a resident
3. Correctly identify residents during care while training

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation, demonstration of care during training

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
 b. Common Types  
 (4) Restraints

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>20 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify physical and chemical restraints as causes of accidents and incidents.
2. State ways to prevent accidents and incidents caused by physical and chemical restraints.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Describe three examples of accidents and incidents that can be caused by restraints.
2. Restate one preventive care technique for each named cause.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
 b. Common Types  
 (5) Missing Residents

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>10 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training Time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**  
 The Nurse Aide Trainee will:

1. Identify common causes of and methods to reduce the risk of missing residents.
2. Discuss the facility policy and procedure if it is identified that a resident is missing.

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee will:

1. State two common causes of missing residents
2. Name three methods to reduce the risk of having a missing resident
3. State the steps to follow when it is known that a resident is missing

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
 b. Common Types  
 (6) Choking/Suffocation

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>10 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training Time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Differentiate between "suffocation" and "choking".
2. Discuss causes of suffocation and choking.
3. Discuss preventive care techniques for suffocation and choking.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Define "suffocation" and "choking".
2. List three possible causes of suffocation and choking.
3. List three preventive care techniques for suffocation and choking.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, score passing grade on quiz



**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
c. Reporting

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the purposes of accident/incident reporting
2. Differentiate between subjective vs. objective information.
3. Discuss how to complete the accident and incident form as per facility policy

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State purpose of accident incident report.
2. Define subjective and objective reporting and give two examples of each
3. Critique a mock (sample) A/I reporting form

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, reading assignment, discussions, review of sample A/I forms

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, quiz, completion of A/I form

**UNIT:** I Introductory Curriculum  
**TOPIC:** C. Safety and Emergency Procedures  
**LESSON:** 5. Disaster Plan

**TIME:**  
**Classroom Training Time**  
**Didactic:** 15 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Define "disaster"  
 2. Describe the CNA's role in internal and external disasters\*  
 3. Discuss the facility's disaster plan

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee will:  
 1. Locate the Disaster Plan or Emergency and Disaster Manual on his/her unit  
 2. Select from a preprinted list the duties a CNA will perform during a specific disaster, as presented in a scenario to the class

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, scenario(s)

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, demonstrate finding emergency/disaster manual on unit

**\*Each facility will include specific disasters as covered in their facility disaster manuals.**

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 6. Responding to Emergency Codes

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the emergency codes and their purpose.
2. Discuss the CNA's role during each of the emergency codes.
3. Learn how to use the PA system.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Identify the meaning of each emergency code.
2. Identify the CNA's tasks during each emergency code.
3. Demonstrate the proper use of PA system.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, PA system demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, return demonstration use of PA system

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
a. Causes and prevention of fire

**TIME:****Classroom Training Time****Didactic:** 50 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the relationship between smoking and fires
2. Discuss the facility smoking policy
3. Identify electrical equipment/wiring as a potential cause of fires
4. Identify other potential causes of fire specific to the facility, including but not limited to kitchen stoves and grease
5. Identify fire prevention care techniques for smoking
6. Identify fire prevention care techniques for electrical equipment/wiring
7. Identify fire prevention care techniques for other potential causes of fires
8. Discuss the CNA's role in fire prevention
9. Identify that oxygen supports combustion
10. Identify fire prevention care techniques required when oxygen is in use

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State three ways smoking can cause fires in the LTC facility.
2. State the facility's smoking policy.
3. State two ways electrical equipment/wiring can cause a fire
4. State two other potential causes of fire in the facility
5. Name 3 fire prevention care techniques for smoking
6. Name 3 fire prevention care techniques for electrical equipment
7. Name 3 fire prevention care techniques for other cited causes
8. State three responsibilities of a CNA in fire prevention
9. State that oxygen will feed a fire and make it worse
10. State three fire prevention care techniques that must be used when oxygen is in use in a resident's room

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
b. Response to Fire

**TIME:****Classroom Training Time****Didactic:**10 Min.**Lab:**20 Min.**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss "code word" vs. "fire".
2. Discuss the facility procedure for fire emergency
3. Discuss the proper nurse aide role during a simulated fire emergency.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name facility code word for fire.
2. State the procedure/protocol (ALARM, RESCUE) that will be performed when a fire is discovered.
3. Demonstrate proper decorum and role performance during a role play fire emergency situation.

**SUGGESTED TEACHING METHODOLOGIES:**Lecture, reading assignment,  
demonstration**SUGGESTED EVALUATION METHODOLOGIES:**Completion of reading assignment  
worksheet, return demonstration

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
c. Response to Alarms

**TIME:****Classroom Training Time****Didactic:**10 Min.**Lab:**15 Min.**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe how sequencing of alarm bells identifies the location of the fire
2. Discuss facility fire emergency procedure when responding to the bells
3. Explain the nurse aide's role in fire emergency.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Interpret alarm bells and correctly identify the location of a fire.
2. Recite the facility procedure for fire emergency when responding to the bells.
3. State two CNA tasks during a fire emergency.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, quiz

- UNIT:** I Introductory Curriculum
- TOPIC:** C. Safety and Emergency Procedures
- LESSON:** 7. Fire Safety  
d. How To Use A Fire Extinguisher

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** 10 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the types of fire extinguishers and their uses
2. Illustrate the steps to follow in the use of a fire extinguisher.
3. State the purpose of pointing the nozzle at the base of a fire.
4. Learn the location of fire extinguisher, fire pull station(s), and exit(s) in own work area.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name two types of fire extinguishers and state for which type(s) of fire each may be used
2. Verbalize the steps to take to activate a fire extinguisher using a model.
3. Demonstrate pointing the nozzle at the base of a simulated fire and restate why this is essential.
4. Locate the fire extinguisher(s), fire pull station(s), and exit(s) in own work area.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, demonstration, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Completion of reading assignment worksheet, class participation, return demonstration of using a real fire extinguisher

**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
e. Evacuating Residents

**TIME:****Classroom Training Time****Didactic:**15 Min.**Lab:**15 Min**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify NA role in the systemic, coordinated and efficient evacuation of endangered residents to a safe area.
2. Define horizontal evacuation
3. Define vertical evacuation
4. Identify how to lift/move a resident during evacuation

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the nurse aide's role in facility evacuation procedures.
2. Give one example of horizontal evacuation
3. Give one example of vertical evacuation
4. Correctly demonstrate two lifting/moving techniques used during an evacuation

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, reading assignment, demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, return demonstration



**UNIT:** I Introductory Curriculum

**TOPIC:** C. Safety and Emergency Procedures

**LESSON:** 8. Choking and Foreign Body Airway Obstruction [FBAO]

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 20 Min. (Depends On Number of NAT's)

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the common causes of choking
2. Discuss preventive care techniques
3. Define aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver/Abdominal Thrust.
4. Discuss the signs of an obstructed airway
5. Identify the universal sign for choking
6. Discuss when the Heimlich maneuver should be used.
7. Demonstrate proper Heimlich maneuver on a mannequin

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List three possible causes of choking.
2. List three preventive care techniques.
3. State the definition for aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver
4. Name three signs of an obstructed airway
5. Demonstrate the universal signs for choking
6. State that the Heimlich maneuver is to be used when the airway is completely obstructed (unable to pass air)
7. Demonstrate the proper Heimlich maneuver on a mannequin

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion, demonstration, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, score passing grade on quiz, return demonstration

**UNIT:** I Introductory Curriculum

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 1. Physical Effects of Aging Process

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the common physical effects of the aging process, by body systems
2. Discuss general physical changes that can affect a resident's independence
3. Describe specific care techniques that a CNA could use that will facilitate resident independence

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List five specific physical effects of aging, by body systems
2. List five general physical effects of aging that may hinder resident independence
3. List five care techniques that will facilitate resident independence

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, completion of reading assignment worksheet, observation/audit of resident care

**UNIT:** I Introductory Curriculum

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 2. Emotional/Social Effects of Aging (Psychosocial Effects of Aging)

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the emotional/social changes people experience as they age
2. Discuss how aging's emotional/social changes may affect a resident's level of independence
3. Discuss losses that may result from aging and discuss their impact on a resident
4. Discuss care strategies and techniques that the CNA can use to assist the resident to adjust to the changes caused by aging

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. List four emotional/social changes people experience with aging.
2. State how aging's emotional/social changes may affect a resident's level of independence.
3. List three emotional/social losses that may result from aging and relate how each impacts the resident.
4. State three CNA care techniques that will promote resident's adjustment to changes in their lives.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion, reading assignment, role play

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, completion of reading assignment worksheet, observation/audit of resident care

- UNIT:** I Introductory Curriculum
- TOPIC:** D. Promoting Residents' Independence
- LESSON:** 3. Methods to Promote Independence
- a. Choice
  - b. Patient vs. Resident
  - c. Self Care

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the rationale for using the term "resident" in the nursing home (i.e. resident rather than patient)
2. Explain and identify the nursing home as the resident's home
3. Discuss the importance of choice in the promotion of resident independence and resident rights
4. Specify techniques the nurse aide may use to facilitate resident choice
5. Identify the importance of promoting self care/maximum level of functioning as a method of promoting resident independence
6. Specify techniques the nurse aide may use to promote self care and the maximum level of functioning
7. Identify that each resident has different abilities depending on the disease process and aging process

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Utilize the term resident in all verbal communications
2. State three ways to promote the LTC setting as the resident's home
3. Promote resident independence by offering choices during care routines
4. List four nurse aide care techniques or interventions that facilitate resident choice and independence.
5. Promote resident independence by encouraging self care/maximum level of activities of daily living function
6. Name three nurse aide care techniques that promote self care and maximum level of ADL function.
7. Adjust care techniques when promoting independence to accommodate individual resident needs.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, observation/audit of resident care

**UNIT:** I Introductory Curriculum

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 4. Quality of Life, Quality of Care

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define Quality of Care
2. Identify a standard as a way to measure quality of care
3. Define Quality of Life
4. Discuss the concept of the whole person approach to care
5. Discuss the importance of resident choice in maintaining quality of life.
6. Discuss how elements of diversity affect quality of life.
7. Identify care techniques the nurse aide can use to assist each resident to fulfill their basic needs.
8. Discuss standards of resident care as they relate to quality of life.
9. Identify the agencies that regulate/survey the nursing home to ensure the quality of care and quality of life of nursing home residents

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the definition of quality of care
2. State two standards that are used by survey agencies to measure quality of care
3. State the definition of quality of life
4. State two benefits of the "whole person" approach to resident care.
5. Demonstrate how to respond to a situation involving diversity in different aspects of a resident's care: same gender consenting residents wanting a place to be intimate or a resident desire to practice a religion not commonly practiced.
6. State four CNA care techniques that will assist each resident to fulfill their basic needs.
7. Give two examples of how care standards are used to evaluate a resident's quality of life.
8. Identify the agencies that survey the nursing home for quality

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, observation/audit of resident care

**UNIT:** I Introductory Curriculum

**TOPIC:** E. Respecting Residents' Rights

**LESSON:** 1. Basic Human Rights

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

25 Min.

**Lab:**

\_\_\_\_\_

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify 4 basic rights common to all individuals as protected by the Constitution
  - a. Right to be treated with respect
  - b. Right to live in dignity
  - c. Right to pursue a meaningful life
  - d. Right to be free from fear
2. Identify behaviors of care givers that promote these basic rights
3. Identify unacceptable behaviors of care givers that infringe on these basic rights

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the four basic rights of all persons protected under the Constitution
2. Name three acceptable behaviors that promote basic rights
3. Name three unacceptable behaviors that infringe on basic rights

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, discussion, videos

**SUGGESTED EVALUATION METHODOLOGIES:** Class discussion, quiz



**UNIT:** I Introductory Curriculum

**TOPIC:** E. Respecting Residents' Rights

**LESSON:** 2. Patient Abuse Reporting Law

- a. Kinds of Abuse
- b. Requirements of Law
- c. Effects of Law

**TIME:****Classroom Training Time****Didactic:** 45 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the requirements of Public Health Law Section 2803-d (Patient Abuse Reporting Law)
2. Identify what constitutes physical abuse
3. Identify what constitutes mistreatment
4. Identify what constitutes neglect
5. Identify who has to report incidents or suspicions of abuse, mistreatment or neglect
6. Discuss the procedure (how and when) to follow when making a report
7. Discuss what happens for failure to report incidents or suspicions of abuse, mistreatment or neglect
8. Discuss what happens when a report is made, including the investigation, findings and due process
9. Discuss the ramifications if an incident of abuse, mistreatment or neglect is sustained, after due process, and listed on the Nurse Aide Registry
10. Discuss the facility policy and procedure for implementing the Patient Abuse Reporting Law

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. State the requirements of Public Health Law Section 2803-d (Patient Abuse Reporting Law)
2. Name three examples of resident physical abuse
3. Name three examples of resident mistreatment
4. Name three examples of resident neglect
5. State the nurse aide's responsibility to report incidents or suspicions of abuse, mistreatment or neglect
6. State the procedure (how and when) to follow when making a report
7. State the penalties for failure to report incidents or suspicions of abuse,

- mistreatment or neglect
8. List the timeframes and steps that occur after a report is made, including the investigation, findings and due process
  9. State the ramifications faced by a nurse aide if an incident of abuse, mistreatment or neglect is sustained, after due process, and listed on the Nurse Aide Registry
  10. State 2 purposes of the Nurse Aide Registry
  11. State the facility policy and procedure for implementing the Patient Abuse Reporting Law

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, discussions

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz/worksheet

**UNIT:** II Basic Nursing Skills  
**TOPIC:** A. Taking and Recording Vital Signs  
**LESSON:** 1. The Circulatory and Respiratory Systems

**TIME:****Classroom Training Time****Didactic:** 30 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the organs and functions of the circulatory and respiratory systems
2. Define functional/age related changes to the circulatory and respiratory systems.
3. Discuss common diseases of the circulatory and respiratory systems including but not limited to: COPD, CHF, MI, Angina, Emphysema, Asthma, TB, Pneumonia, Influenza, and PVD.
4. Discuss the proper use and methods of delivery of oxygen

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Identify two organs of the circulatory system and two organs of the respiratory system and list their functions.
2. Identify and describe three diseases of circulatory system and three diseases of respiratory systems
3. Identify correct use of two different methods to provide oxygen to residents
4. Identify three observations when the resident is on oxygen that must be reported to the charge nurse

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Equipment for viewing  
 Video  
 Chart with normal vital sign parameters.

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz

**UNIT:** II Basic Nursing Skills  
**TOPIC:** A. Taking and Recording Vital Signs  
**LESSON:** 2. Overview of Vital Signs

**TIME:**  
**Classroom Training Time**  
**Didactic:** 15 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Be able to define "vital signs" as temperature, pulse and respiration  
 2. Identify the importance, clinical significance and the need for accuracy when taking and reporting vital signs, to assist the licensed health care professional with assessment of the resident's condition  
 3. Identify normal parameters for temperature, pulse and respirations

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee will:  
 1. State the definition of vital signs  
 2. List 4 reasons vital signs are important in assessing resident's condition  
 3. State the normal parameters for temperatures, pulse and respirations

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Equipment for viewing  
 Video  
 Chart with normal vital sign parameters.

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz

**UNIT:** II Basic Nursing Skills  
**TOPIC:** A. Taking and Recording Vital Signs  
**LESSON:** 3. Taking and Recording Respirations

**TIME:****Classroom Training Time****Didactic:** 10 Min.**Lab:** 10 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the procedure for measuring residents' respirations and the equipment required.
2. Be able to correctly obtain, report within + [plus] or – [minus] 2 breaths per minute and record the residents' respirations.
3. Be able to identify issues or concerns that should be reported to the nurse regarding abnormal respirations.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate the proper method for measuring the residents' respirations.
2. Correctly demonstrate how to report and record residents' respirations.
3. Identify at least two issues or concerns that should be reported to the nurse regarding abnormal respirations.

**SUGGESTED TEACHING METHODOLOGIES:**

Performance checklist for respirations; Demonstration - Recording form for respirations; Group practice for accuracy.

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration of taking, reporting and recording respirations.

**UNIT:** II Basic Nursing Skills  
**TOPIC:** A. Taking and Recording Vital Signs  
**LESSON:** 4. Taking and Recording Temperatures

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** 15 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the correct procedure and equipment required for taking residents' temperatures with non-electronic oral, rectal and axillary thermometers.
2. Be able to correctly report within + [plus] or – [minus] 0.2 degrees and record residents' temperatures.
3. Be able to identify issues or concerns that should be reported to the nurse regarding abnormal temperatures.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate oral and rectal methods of taking a temperature with a non-electronic thermometer.
2. Correctly demonstrate how to accurately report and record residents' temperatures.
3. Correctly identify at least two issues or concerns that should be reported to the nurse regarding abnormal temperatures.

**SUGGESTED TEACHING METHODOLOGIES:**

Performance checklist for temperature taking  
 Demonstration of taking oral temperature  
 Temperature recording form  
 Mannequin demonstration of rectal temperature  
 Overhead transparency of non-electronic thermometer and how to read, Video

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration of taking, reporting and recording oral temperature.  
Return demonstration of taking, reporting and recording rectal temperature on a mannequin.

**UNIT:** II Basic Nursing Skills  
**TOPIC:** A. Taking and Recording Vital Signs  
**LESSON:** 5. Taking and Recording Radial Pulse

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** 30 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify procedure for taking residents' radial pulse and the equipment required.
2. Be able to correctly take, report within + [plus] or – [minus] 4 beats per minute and record residents' pulse.
3. Be able to identify issues or concerns that should be reported to the nurse regarding abnormal pulse including residents with pacemakers.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate the proper method for taking residents' radial pulse.
2. Correctly demonstrate how to accurately report and record residents' pulse.
3. Identify at least three issues or concerns that should be reported to the nurse regarding abnormal pulse.

**SUGGESTED TEACHING METHODOLOGIES:**

Performance checklist for taking pulse; Demonstration and group practice: 3 trainees; 2 taking same trainees pulse and compare results

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration



**UNIT:** II Basic Nursing Skills  
**TOPIC:** B. Measuring and Recording Height and Weight  
**LESSON:** 1. Measuring and Recording Height

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify proper procedure for accurately measuring residents' height using the standing scale.
2. Will be able to accurately obtain within + [plus] or – [minus] 1 inch and record residents' height.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate the method for measuring residents' height.
2. Correctly record residents' height.

**SUGGESTED TEACHING METHODOLOGIES:**

Performance checklist; Chart to define calibration on a standing scale Demonstration; Form for recording height

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration for measuring and recording height

**UNIT:** II Basic Nursing Skills  
**TOPIC:** B. Measuring and Recording Height and Weight  
**LESSON:** 2. Measuring and Recording Weight

**TIME:****Classroom Training Time****Didactic:** 10 Min.**Lab:** 10 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the principles for measuring residents' weight accurately using a balance scale and a chair scale.
2. Be able to identify proper positioning of the resident to achieve balance when using the balance and chair scales.
3. Be able to identify how to correctly report within + [plus] or – [minus] 2 pounds and record residents' weight.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate maintaining principles of safety while weighing residents on a balance scale and on a chair scale.
2. Correctly report and record residents' weight.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Performance checklist  
 Demonstration on balance and chair scales  
 Video  
 Demonstration  
 Sample recording form for weight

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz  
 Return demonstration of weighing on balance and chair scales and recording results

**UNIT:** II Basic Nursing Skills

**TOPIC:** C. Caring For The Residents' Environment

**LESSON:** 1. Components and Care of the Residents' Environment

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the components of the residents' environment which include the residents' room and equipment, the call system and elements to provide comfort.
2. Identify how residents' rights affect their functioning in their environment including right to privacy, expression of individuality, possession of personal belongings and furnishings and availability of locked storage.
3. Be able to identify the correct infection control measures used in the residents' rooms, including disposal of soiled linen and proper use of gloves and gowns.
4. Be able to identify the steps of making an unoccupied bed.
5. Be able to identify the role of the CNA in admission, transfer and discharge (other than death) of a resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 5 components of the residents' environment.
2. State 3 ways to promote residents' rights related to their environment.
3. Correctly demonstrate proper infection control techniques in disposing of soiled linen.
4. Correctly demonstrate making an unoccupied bed.
5. List 5 duties performed by a CNA when admitting, transferring and discharging a resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Videos for Resident Rights,  
Infection Control, Bedmaking,  
Personal Protective Equipment  
Demonstrations

Performance Checklists

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz

Return Demonstrations

**UNIT:** II Basic Nursing Skills

**TOPIC:** C. Caring For The Resident's Environment

**LESSON:** 2. Isolation Precautions

**TIME:**

**Classroom Training Time**

**Didactic:** 25 Min.

**Lab:** 25 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the purpose of isolation
2. Outline measures utilized when caring for a resident in isolation
3. Demonstrate how to dispose of soiled linen and trash of a resident on isolation precautions.
4. Be able to identify the correct procedures when handling and disposing of infectious soiled linen.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe briefly the purpose of isolation for some residents who have infection
2. Give two examples of when a resident with an infection would be on some form of isolation
3. Identify two important measures you can take when caring for a resident in isolation
4. Demonstrate one (1) method to dispose of soiled linen of a resident on isolation precautions.
5. Correctly demonstrate proper infection control measures in disposing of soiled infectious linens.
6. Correctly demonstrate proper use of gloves, gowns, face mask/goggles in a resident room posted with infection precautions.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz  
Return Demonstration

**UNIT:** II Basic Nursing Skills

**TOPIC:** C. Caring For The Resident's Environment

**LESSON:** 3. Occupied Bed

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 30 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain the reason for making an occupied bed.
2. Be able to identify the steps of making an occupied bed.
3. List the guidelines to follow for bedmaking

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State the reasons why the resident's bed is made with care.
2. Identify the steps of making an occupied bed
3. Correctly demonstrate making an occupied bed

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration

**UNIT:** II Basic Nursing Skills

**TOPIC:** D. Recognizing Abnormal Changes in Body Functioning and the Importance of Reporting Such Changes to a Supervisor

**LESSON:** 1. Identifying and Reporting Abnormal Functioning of Body Systems

**TIME:**

**Classroom Training Time**

**Didactic:** 60 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Recognize signs and symptoms of normal body functioning relating to aging.
2. Recognize signs and symptoms of abnormal body functioning relating to aging.
3. Recognize signs and symptoms of abnormal body functioning relating to disease process
4. Identify when deviations from normal can vary for individual residents.
5. Identify how to observe, report and record abnormal resident findings.
6. Identify how to use the Multidisciplinary Care Plan to recognize abnormalities for individual residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 5 signs and symptoms of normal body functioning relating to aging.
2. List 5 signs and symptoms of abnormal body functioning relating to aging.
3. List 5 signs and symptoms of abnormal body functioning relating to disease process
4. Demonstrate how to observe, report and record abnormal resident findings.
5. Use the Multidisciplinary Care Plan of a resident to define 3 potential deviations from normal functioning for that resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Role Play

**SUGGESTED EVALUATION METHODOLOGIES:**

Demonstration  
Written/Oral Quiz

**UNIT:** II Basic Nursing Services

**TOPIC:** E. Freedom from Pain **[BASIC CORE]**

**LESSON:** 1. Pain management  
2. Recognizing and Reporting Pain

**TIME:**

**Classroom Training Time**

**Didactic:** 30 min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the effects of pain on the resident behavior and functionality.
2. Discuss impact of pain management on resident functionality.
3. Discuss how residents demonstrate pain and relief from pain.
4. Discuss how cultural diversity impacts or affects the resident's perception and/or reporting of pain.
5. Discuss the characteristics of pain caused by disease, injury and aging such as but not limited to cancer, shingles, sickle cell anemia, pressure ulcers, arthritis, and fractures
6. Discuss how to report pain (site, duration, intensity, triggers).

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name three ways individuals indicate s/he is in pain.
2. Name three effects of pain on the resident behavior and functionality.
3. Demonstrate two methods to obtain information from the resident about their pain.
4. Identify at least four ways cultural diversity impacts the resident's perception and/or reporting of pain.
5. Name three characteristics of pain.
6. Demonstrate how to report pain effectively.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, scenarios, role play

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, quizzes



**UNIT:** II Basic Nursing Skills

**TOPIC:** F. Caring For Resident When Death Is Imminent

**LESSON:** 1. Care of Resident and Significant Others at Time of Death

**TIME:**

**Classroom Training Time**

**Didactic:** 45 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Recognize signs and symptoms of imminent death.
2. Identify the needs of the dying resident and their significant others relating to physical, emotional, cultural and spiritual needs.
3. Be able to identify the stages of grief and grieving and correlate how they apply to family, significant others, other residents, staff and self.
4. Define hospice and identify its role in the nursing home and community.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 3 signs and symptoms of imminent death.
2. List 3 activities to perform in supporting physical, emotional, cultural and spiritual needs while providing care to a dying resident.
3. List the stages of death and dying.
4. List 3 behaviors exhibited by staff when confronted with a resident's death.
5. List 3 services that hospice provides to nursing home residents and their families.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Discussion  
Role Play exercise  
Demonstration of post mortem care  
Video

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz  
Return demonstration of post mortem care

**UNIT:** II Basic Nursing Skills  
**TOPIC:** F. Caring For Resident When Death Is Imminent  
**LESSON:** 2. Providing Post Mortem Care for Residents

**TIME:**  
**Classroom Training Time**  
**Didactic:** 5 Min.  
**Lab:** 10 min.  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Give postmortem care gently and respectfully.

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:  
 1. Describe postmortem care  
 2. Demonstrate proper postmortem care

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Discussion  
 Demonstration of post mortem care

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz  
 Return demonstration of post mortem care

**UNIT:** III Personal Care Skills  
**TOPIC:** A. Overview for Personal Care  
**LESSON:** 1. Core Concepts and Indirect Care Skills

**TIME:****Classroom Training Time****Didactic:** 30 min**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Review the principles of the therapeutic relationship
2. Name the common procedures that must be followed each and every time when rendering personal care to the resident.
  - a. Wash hands before contact with a resident.
  - b. Introduce self to the resident.
  - c. Explain the procedure to the resident.
  - d. Encourage resident to participate as much as possible to foster independence.
  - e. Provide for privacy of the body.
  - f. Wear gloves when appropriate and as instructed.
  - g. Ensure resident is safe and call bell is in reach when leaving the resident.
  - h. Wash hands after contact with the resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define the component of a therapeutic relationship in care giving
2. Identify the common procedures that must be followed each and every time when rendering personal care to the resident.
3. Demonstrate all of the above procedures integrating core concepts and indirect care skills routinely when providing care to the resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit  
 Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** A. Overview for Personal Care

**LESSON:** 2. Organizing, Prioritizing, Flexibility

**TIME:****Classroom Training Time****Didactic:** 30 Min**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define organizing, prioritizing, flexibility, evaluation.
2. Outline rules for organizing work.
3. Discuss how good organizing contributes to accomplishing tasks and reducing stress.
4. Discuss the importance of Nurse Aide's ability to organize, prioritize and be flexible in order to facilitate residents' attendance at activities.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Restate definition for organizing, prioritizing, flexibility and evaluation.
2. List four steps to facilitate work organization.
3. Demonstrate good organization, prioritizing, flexibility and evaluation skills in a role play and while providing resident care.
4. Describe the Nurse Aide's role in the unit work flow.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion, reading assignment, role play

**SUGGESTED EVALUATION METHODOLOGIES:**Class participation/role play,  
Completion of reading assignment worksheet,  
Observation/audit of resident

**UNIT:** III Personal Care Skills

**TOPIC:** B. Bathing

**LESSON:** 1. Overview

**NOTE:** Lessons III.B. 1 through 4 must be taught before Lessons III.B. 5 and 6.

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. List the purposes of bathing.
2. Define a bath schedule.
3. Identify the importance of providing privacy for/to the resident during all aspects of bathing.
4. Identify the importance to properly regulate water temperature to ensure the safety of the resident.
5. List skin conditions that when observed must be reported to the nurse.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State 3 reasons for bathing a resident.
2. Determine bath schedule by reviewing assignment sheets.
3. Identify three reasons and three ways to provide the resident with privacy during bathing.
4. Identify three reasons to regulate water temperature to a safe temperature before resident enters water.
5. Identify three observations of the resident's skin that could be observed during bathing that should be reported to the nurse.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit

**UNIT:** III Personal Care Skills

**TOPIC:** B. Bathing

**LESSON:** 2. Complete Bed Bath

**TIME:**

**Classroom Training Time**

**Didactic:**

30 Min.

**Lab:**

30 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Discuss when it is appropriate to give a resident a complete bed bath.
2. Identify the equipment needed to give a complete bed bath.
3. Identify how to regulate water temperature to ensure safety
4. Discuss when to provide privacy and identify how to provide privacy to the resident before, during and after bathing.
5. Identify the steps to give a resident a complete bed bath.
6. Demonstrate aftercare of equipment used.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give 2 examples of when it is appropriate to give a resident a complete bed bath.
2. Gather basin, soap, two washcloths, bath towels, lotion, clean clothes and clean linens.
3. Demonstrate how to regulate the bath/bathing water temperature to ensure safety.
4. Demonstrate all steps for a complete bed bath in the clinical setting.
5. Wash and dry basin, put away equipment and dispose of soiled linen utilizing principles of infection control.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPICS:** B. Bathing

**LESSON:** 3. Partial Bed Bath

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the equipment needed to give a partial bed bath.
2. Demonstrate how to give a partial bed bath.
3. Discuss when it is appropriate to give a resident a partial bed bath.
4. Demonstrate aftercare of equipment used.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give 2 examples of when it is appropriate to give a partial bed bath.
2. Gather basin, soap, two washcloths, towel, lotion and clean clothes.
3. Administer a partial bed bath in the clinical setting.
4. Wash and dry basin, put away supplies and disposes of soiled linen utilizing principles of infection control.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** B. Bathing

**LESSON:** 4. AM and PM Care **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Identify the personal care skills that comprise AM (morning) care.
2. Identify the personal care skills that comprise PM (evening) care.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Assist the resident with AM care prior to dressing.
2. State the personal care that is provided for the resident prior to going to bed at night.
3. Demonstrate proper AM and PM care.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist



**UNIT:** III Personal Care Skills

**TOPIC:** B. Bathing

**LESSON:** 5. Shower

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

20 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the type of resident who is showered.
2. Identify the equipment needed to give a shower.
3. Demonstrate how to give a shower.
4. Demonstrate aftercare of equipment used.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give 2 examples of a resident who is showered.
2. Gather soap, washcloth, towel, bath mat, shower chair and bath sheet.
3. Administer a shower to a resident in the clinical setting.
4. Dispose of soiled linen utilizing principles of infection control and disinfect shower chair.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of  
Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** B. Bathing

**LESSON:** 6. Tub/Whirlpool

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss when it is appropriate to give a resident a whirlpool bath.
2. List the steps in operating a whirlpool.
3. Demonstrate how to give a whirlpool bath.
4. Demonstrate aftercare of equipment.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give an example of a resident who would receive a whirlpool bath.
2. Operate the lift and whirlpool accurately and safely when giving a whirlpool bath.
3. Administer a whirlpool bath in the clinical setting.
4. Disinfect the whirlpool following use.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 1. Overview

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the components of personal grooming.
2. Describe the importance of resident choice when providing personal care

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Name three components of grooming.
2. Identify three ways to foster resident choice when providing personal care.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 2. Hair Care  
 a. Shampooing  
 b. Brushing and Combing

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

20 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Assist the resident who cannot comb his or her own hair.
2. Follow proper infection control principles when choosing the appropriate hair care tool.
3. Discuss how, why and when it is appropriate to shampoo the resident's hair.
4. Identify changes in condition of scalp and hair.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Provide hair care so that the resident has a neat appearance.
2. Use the resident's own brush or comb to provide hair care.
3. Shampoo the hair when bathing a resident.
4. Report sores, crusts, dandruff or hair loss to the nurse.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
 Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at  
 end of Unit  
 Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 3. Mouth Care **[BASIC CORE]**  
 a. Conscious Resident  
 (1) Partial assistance  
 (2) Total assistance

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the reasons for providing mouth care.
2. Identify the equipment needed to provide mouth care.
3. Provide mouth care for the resident who requires partial assistance.
4. Provide mouth care for the resident who requires total assistance.
5. Identify frequency mouth care is to be administered for residents with no complications.
6. State conditions that would require increasing frequency of mouth care.
7. Identify conditions that when observed must be reported to the nurse.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State 2 reasons for providing mouth care/denture care.
2. Gather towel, toothbrush, toothpaste, cup, emesis basin and mouthwash.
3. Set up, apply toothpaste and clean up to assist the resident who requires partial assistance.
4. Set up, apply toothpaste, brush teeth, gently brush tongue without stimulating gag reflex, rinse mouth and clean up to assist the resident who requires total assistance.
5. Identify when mouth care is to be provided.
6. Name 3 conditions that would require a resident to receive mouth care every two hours.
7. Inspect mouth and report to nurse any signs of sores, caries, irritations, bleeding gums, broken or loose teeth.

**SUGGESTED TEACHING METHODOLOGIES:** Display equipment  
Lecture

Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at  
end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 3. Mouth Care  
b. Unconscious resident

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

10 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the equipment needed to provide mouth care to the unconscious resident.
2. Demonstrate how to provide mouth care to the unconscious resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Gather towel, lemon glycerin swabs and protective jelly.
2. Position resident on side, clean mouth with lemon glycerin swabs and lubricate lips with protective jelly.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 3. Mouth Care  
c. Dentures

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

20 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss technique used to remove dentures from a resident's mouth.
2. Identify how to protect dentures while out of resident's mouth and during cleaning.
3. Describe how to clean dentures and provide mouth care for a resident with dentures.
4. Describe how to insert dentures into resident's mouth.
5. Identify how to care for dentures when not in use.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate technique used to remove dentures from a resident's mouth.
2. Correctly demonstrate how to protect dentures while out of resident's mouth and during cleaning.
3. Correctly demonstrate how to clean the resident's mouth and dentures.
4. Correctly demonstrate how to insert dentures into resident's mouth.
5. Correctly demonstrate how to care for dentures when not in use.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist



**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 3. Mouth Care  
d. Edentulous

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

10 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Discuss how to provide mouth care and clean the mouth of a resident who has no teeth or has dentures removed.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Demonstrate the correct method to clean and massage resident's mouth and gums for a resident with no teeth or with dentures removed.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 4. Shaving a Resident

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the equipment needed to shave the face of a male resident.
2. Demonstrate how to shave a resident using a safety razor.
3. Demonstrate how to shave a resident using an electric razor.
4. List skin conditions that must be reported when observed.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Gather basin, warm water, mirror, wash cloth, towel, shaving cream and safety razor or electric razor.
2. Shave a resident in the clinical setting using a safety razor.
3. Shave a resident in the clinical setting using an electric razor.
4. Report any skin irritation, redness or scaling to the nurse.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at  
end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 5. Hand and Nail Care **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the supplies needed to provide hand and nail care.
2. Demonstrate the procedure for providing hand and nail care.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Gather the basin, soap, water, towel, orange stick and nail file or clipper.
2. Soak hands, clean under nails with orange stick, trim nails straight across and apply lotion when providing hand and nail care.

**SUGGESTED TEACHING METHODOLOGIES:** Display equipment  
Lecture  
Demonstrate

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** C. Grooming

**LESSON:** 6. Foot Care

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the appearance of healthy feet.
2. Identify the equipment needed for foot care.
3. Demonstrate foot care competently.
4. Identify the symptoms of foot problems.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe and identify healthy feet.
2. Gather basin, warm water, soap and towel.
3. Provide competent foot care on a resident.
4. Report any redness, sores or cracks in the skin of the feet to the nurse.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
Lecture  
Video on Foot Care  
Demonstrate on a resident in the clinical setting

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills  
**TOPIC:** D. Dressing and Undressing  
**LESSON:** 1. Overview

**TIME:**  
**Classroom Training Time**  
**Didactic:** 5 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss which residents may need assistance with dressing and undressing.
2. Identify complete sets of appropriate day clothes and night clothes.
3. Discuss the importance of offering residents choice of clothing to be worn.
4. Discuss importance of encouraging resident to participate in self care.
5. Describe proper care of clothing and conditions to observe and report.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State 3 residents who may need assistance in dressing/undressing.
2. Assemble clothing appropriate for the age and sex of the resident as well as appropriate for the weather and time of day.
3. Offer resident choices in the selection of clothing.
4. Encourage resident to participate in dressing.
5. Place dirty clothes in hamper, hang clean clothes in closet and observes condition and availability of clothes and footwear.

**SUGGESTED TEACHING METHODOLOGIES:** Display equipment  
Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit  
Skills Performance Checklist

**UNIT:** III Personal Care Skills  
**TOPIC:** D. Dressing and Undressing  
**LESSON:** 2. Assisting the Resident  
 a. Dependent Dresser

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

30 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Demonstrate how to don clothes when the resident cannot dress self.
2. Demonstrate how to remove clothes when the resident cannot participate.
3. Demonstrate how to don clothes when the resident has a weak or paralyzed side.
4. Demonstrate how to remove clothes when the resident has a weak/paralyzed side.
5. Recognize that dressing (i.e., clothes and devices) can be adapted to promote maximum ADL function.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Dress residents in complete set of clothes in proper sequence.
2. Undress resident in proper sequence.
3. Put shirt/pants on weak side first.
4. Remove shirt/pants from strong side first.
5. Utilize adapted clothing or devices when part of resident's care plan.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, Display equipment, Demonstrate in the clinical setting

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit  
 Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** D. Dressing and Undressing

**LESSON:** 2. Assisting the Resident  
b. Independent Dresser/Minimal Assistance

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** 5 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the benefits of differentiating night clothes from day wear.
2. Identify what minimal assistance individual residents need in order to perform dressing as independently as possible.
3. Recognize situations where residents need varying amounts of assistance with dressing.
4. Recognize that dressing (i.e., clothes and devices) can be adapted to promote independent ADL.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name 2 benefits of being appropriately and neatly dressed.
2. Encourage and compliment residents who can dress themselves as independently as possible.
3. Name two (2) situations where a resident may need minimal assistance.
4. Utilize adapted clothing or devices when part of resident's care plan.

**SUGGESTED TEACHING METHODOLOGIES:**

Display Equipment  
Lecture  
Demonstrate in the clinical setting

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral Quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** D. Dressing and Undressing

**LESSON:** 3. Adaptive equipment  
 a. Glasses  
 b. Hearing aids  
 c. Artificial limbs

**[BASIC CORE]**  
**[NOT BASIC CORE]**  
**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 30 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define prosthesis/adaptive equipment.
2. Describe how to care for the resident's prosthesis/adaptive equipment.
3. Discuss the nurse aide's responsibility in making sure prosthesis/adaptive equipment are properly identified and in good working order.
4. Demonstrate proper application of prosthesis and adaptive equipment when dressing residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 4 types of prostheses/adaptive equipment.
2. Demonstrate how to care for the above named prosthesis/adaptive equipment.
3. Monitor/check that the resident's belongings are properly identified and report any malfunctions to the nurse.
4. Demonstrate how to correctly apply prosthesis and adaptive equipment when dressing a resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Display equipment  
 Lecture  
 Demonstrate in the clinical setting

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/oral unit quiz  
 Skills Performance Checklist



**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 1. The Urinary System

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the parts of the urinary system.
2. Describe how the urinary system works.
3. Describe how aging affects the urinary system.
4. Describe the urinary problems that often occur with disease, injury and aging including but not limited to, incontinence, frequency, UTI, and retention.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Label a diagram with the name of the organs comprising the urinary system.
2. State the function of each organ.
3. Name 2 changes to the urinary system that occur with aging.
4. Name three specific urinary problems that can occur with disease, injury or aging.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Overhead projector, plastic model  
Video  
Handout

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
Class participation

**UNIT:** III Personal Care Skills  
**TOPIC:** E. Toileting  
**LESSON:** 2. The Reproductive System

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the parts of the female and male reproductive systems.
2. Discuss functional/age related changes that occur in both female and male.
3. Discuss diseases and disorders of the reproductive systems.
4. Discuss infection control practices to protect from disease.
5. Discuss resident rights, dignity and confidentiality related to diseases and disorders of the reproductive systems.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Label a diagram with the name of the parts comprising the male and female reproductive systems.
2. Name two diseases related to the reproductive system.
3. Name 2 changes to the reproductive system that occur with aging.
4. Demonstrate how to maintain dignity, privacy and confidentiality when caring for an individual with diseases and disorders of the reproductive system.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Overhead projector, plastic model  
 Video  
 Handout

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
 Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 3. Perineal Care  
 a. Male resident  
 b. Female resident

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define perineum for the male anatomy.
2. Define perineum for the female anatomy.
3. Demonstrate perineal care for the male resident.
4. Demonstrate perineal care for the female resident.
5. Discuss reasons and times when perineal care is to be rendered.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Label a diagram identifying the parts of the body that comprise the male perineum.
2. Label a diagram identifying the parts of the body that comprise the female perineum.
3. Provide perineal care to the male resident.
4. Provide perineal care to the female resident.
5. Identify 3 situations when perineal care should be rendered.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Present equipment  
 Show videotape

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
 Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 4. Assisting with bedpan/urinal

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

20 Min.

**Lab:**

15 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss who needs to use a bedpan/urinal.
2. Identify the equipment used.
3. Demonstrate the process of positioning and removing a bedpan.
4. Demonstrate the process of positioning and removing a urinal.
5. Demonstrate aftercare of equipment.
6. Demonstrate aftercare of resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give 2 examples of when a bedpan/urinal is indicated for use.
2. Gather bedpan/urinal, cover, and toilet tissue/wipes.
3. Assist a resident to use a bedpan.
4. Assist a resident to use a urinal.
5. Clean, dry and put away bedpan after use.
6. Provide perineal care and wash resident's hands.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Display equipment  
Show video

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 5. Using the bedside commode **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define the parts of a commode.
2. Demonstrate the process of toileting a resident on a commode.
3. Demonstrate aftercare of equipment.
4. Demonstrate aftercare of resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Assemble and disassemble a commode.
2. Toilet a resident on a commode.
3. Rinse bucket utilizing infection control principles and reassemble commode.
4. Wash resident's hands after toileting.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Display equipment  
Show video

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 6. The Incontinent Resident  
 a. Bladder  
 b. Bowel

**TIME:****Classroom Training Time****Didactic:**30 Min.**Lab:**20 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define key terms related to bowel function:
  - a. Stool
  - b. Feces
  - c. Diarrhea
  - d. Incontinence
  - e. Constipation
  - f. Elimination
2. Describe common factors that affect bowel elimination – privacy, personal habits, age, diet, fluids, activity and medications.
3. Identify the types, use and application of enemas.
4. Describe common causes of bladder incontinence.
5. Discuss problems arising from bladder incontinence.
6. Discuss problems arising from bowel incontinence.
7. Demonstrate how to apply an incontinent product.
8. Demonstrate how to care for a soiled incontinent product.
9. Describe what to observe and report.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify 3 common factors that may affect bowel and bladder incontinence.
2. Identify 2 types of enemas and purpose of each.
3. Demonstrate how to administer an enema
4. Name 3 causes of bladder incontinence.
5. Name 2 causes of bowel incontinence.
6. Give 1 example of a problem caused by bladder incontinence.
7. Give 1 example of a problem caused by bowel incontinence.

8. Demonstrate proper application and then proper removal of an incontinent product, cleansing of resident, and dispose of fecal material and dispose of incontinent product in soiled utility room.
9. Identify 4 incontinent related observations of the resident that should be reported.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Display equipment  
Demonstrate use of incontinent product on mannequin

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 7. Urinary Catheter Care (Cysto/Indwelling/External)  
 a. Catheter care  
 b. Emptying urinary drainage bag

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 35 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the parts of a closed urinary system.
2. Identify types of urinary catheters.
3. Identify the portals of entry for germs and bacteria.
4. Perform urinary catheter care utilizing principles of infection control.
5. Position drainage bag utilizing principles of infection control.
6. Empty drainage bag utilizing principles of infection control.
7. Discard collected urine utilizing principles of infection control.
8. Demonstrate proper application of external urinary catheter.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name the catheter, drainage connecting tubing and drainage bag as the parts of a closed urinary system.
2. Name 3 types of urinary catheters.
3. Name 4 portals of entry for germs and bacteria.
4. Clean urethral opening first, then clean catheter using downward strokes with a fresh pad for each stroke.
5. Position drainage bag lower than the level of the bladder and off the floor while in bed and in a chair.
6. Open clamp, empty drainage bag into graduate, close clamp and clean tube with alcohol wipe when emptying drainage bag.
7. Empty urine in toilet and disinfect graduate.
8. Apply external urinary catheter to a mannequin.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Display equipment  
 Demonstrate on mannequin



**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Class participation  
Written/oral unit quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 8. Measuring/Reporting Intake and Output

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify how much fluid a person normally needs.
2. Identify how much urine a person usually urinates.
3. Measure intake of a resident.
4. Measure output of a resident, with and without a urinary catheter.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State normal range of fluid intake for a 24 hour period.
2. State normal range of urinary output for a 24 hour period.
3. State volume of fluid containers and record input on Input & Output (I&O) sheet.
4. Pour urine into graduate and measure accurately within 5 cc and record on I&O sheet utilizing infection control measures including barriers.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Display equipment  
Show video

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
Class participation  
Written/oral unit quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 9. Digestive System

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the organs comprising the digestive system.
2. Describe how the digestive system functions.
3. Describe how aging affects the digestive system.
4. Identify common disorders of the digestive system.
5. Discuss how dignity and independence can be maintained throughout the functional and age related changes.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee will:

1. Label a diagram of the digestive system, identifying the following organs: tongue, teeth, salivary glands, esophagus stomach, small intestine, pancreas, liver, gallbladder, large intestine, and rectum.
2. State the function of each organ.
3. Name 3 changes that occur to the digestive system with normal aging.
4. Name 3 common digestive problems experienced by residents and give an example of how to assist the resident for each problem.
5. Identify how the functional and age related changes impact a resident's dignity and independence.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Overhead projector  
Flip chart

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written/Oral unit quiz

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 10. Colostomy Care

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define terms:
  - a. Colostomy
  - b. Ileostomy
  - c. Ostomy
  - d. Stoma
  - e. Appliances related to care [ie. Wafer, pouch]
2. Discuss alteration in bowel function as evidenced by a colostomy.
3. Demonstrate knowledge of good skin care and ostomy appliances.
4. Identify fears and feelings related to ostomys, both for the caregiver and resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Monitor bowel function, and identify stoma.
2. Demonstrate proper peristomal skin care, and change appliance.
3. Identify 4 ways the nurse aide can promote the comfort, safety, independence and dignity of a resident throughout ostomy care.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Display equipment  
 Show video  
 Demonstrate on mannequin

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
 Class participation  
 Written/oral unit quiz  
 Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPIC:** E. Toileting

**LESSON:** 11. Collecting specimens

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define specimens that are collected and purpose of collection.
2. Demonstrate collection methods for urine and stool.
3. Process specimen at the collection site.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name 3 types of body material that can be tested for abnormalities.
2. Collect urine (routine, clean catch midstream, and catheter) and stool specimen.
3. Label and store specimen in lab refrigerator.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Display equipment  
Show video

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/Oral unit quiz  
Skills Performance Checklist

**UNIT:** III Personal Care Skills

**TOPICS:** F. Assisting with Eating & Hydration

**NOTE:** All lessons from Topics F and G of Unit III must be taught together.

**LESSON:** 1. The Endocrine System  
a. Overview

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the organs and functions of the endocrine system.
2. Define functional/age related changes to the endocrine system.
3. Discuss other common diseases of the endocrine system

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify two organs of the endocrine system and list their functions.
2. Identify and describe two diseases of endocrine system.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Discussion  
Handouts

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPICS:** F. Assisting with Eating & Hydration

**LESSON:** 1. The Endocrine System  
b. Diabetes

**TIME:****Classroom Training Time****Didactic:**20 Min.**Lab:**10 Min.**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define Diabetes, hyperglycemia, and hypoglycemia
2. Discuss types of diabetes
3. Recognize signs and symptoms of diabetes
4. Recognize signs and symptoms of hyper and hypo glycemia
5. Discuss potential complications of untreated diabetes
6. Discuss special care procedures for diabetics.
  - a. skin care
  - b. foot care
  - c. diet
  - d. testing
  - e. exercise

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name two types of diabetes
2. List two signs/symptoms of diabetes
3. List two signs/symptoms of hyperglycemia
4. List two signs/symptoms of hypoglycemia
5. Name two complication of untreated diabetes
6. Demonstrate two special care procedures for the diabetic resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Demonstration  
Discussion

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written or oral quiz  
Demonstration

**UNIT:** III Personal Care Skills

**TOPICS:** F. Assisting with Eating & Hydration

**LESSON:** 2. Nutrition and a Balanced Diet **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define a well-balanced diet using the food pyramid.
2. Describe the 6 Basic Nutrients.
3. Explain functional-age-related changes that can effect appetite.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List the 5 Basic Food Groups.
2. Identify 3 Nutrients.
3. Describe what to observe in the care recipient that would indicate a changed appetite.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Written or oral quiz



**UNIT:** III Personal Care Skills  
**TOPIC:** F. Assisting with Eating & Hydration  
**LESSON:** 3. Fluid Balance

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain the principles of fluid balance and conditions that indicate a fluid imbalance.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Explain the importance of fluids and describe the meaning of fluid balance.
2. State two consequences of inadequate hydration, i.e. edema/dehydration.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** F. Assisting with Eating & Hydration  
**LESSON:** 4. Therapeutic Diets

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define and state the purpose of a therapeutic diet.
2. Describe the importance of adhering to diets of various consistencies.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give examples of therapeutic diets, i.e.
  - a. Calorie restricted diets
  - b. Sodium restricted diets
  - c. Fat and/or Cholesterol restricted diets
  - d. ADA diets
  - e. Protein restricted diets
2. Identify types of mechanical diets, i.e.
  - a. Ground
  - b. Pureed
  - c. Soft
  - d. Clear/Full/Thickened liquids

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** F. Assisting with Eating & Hydration  
**LESSON:** 5. Nutritional Supplements

**TIME:**  
**Classroom Training Time**  
**Didactic** 10 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training Time** \_\_\_\_\_  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Define and explain the purpose of nutritional supplements.

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:  
 1. Name two types of nutritional supplements.  
 2. Identify two types of residents who benefit from nutritional supplements.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** F. Assisting with Eating & Hydration  
**LESSON:** 6. The Dining Experience

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the essential elements of preparing residents for meals.
2. Serve and prepare trays for residents of various eating abilities per resident's personal preference.
3. Describe the environmental atmosphere conducive to a pleasant, safe, and socially stimulating dining experience.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify three ways to prepare a resident for mealtime.
2. Demonstrate correct tray pass and set-up when serving residents meals.
3. Describe three ways to enhance the dining experience.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return Demonstration  
 Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** G. Proper Feeding Techniques  
**LESSON:** 1. Adaptive Devices for Feeding

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Identify and describe the correct use of adaptive devices when feeding residents.
2. Describe the Nurse Aide role in promoting resident's highest level of function during feeding.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Demonstrate the correct use of adaptive equipment when feeding a resident.
2. List three ways to promote resident participation/independence during feeding.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
 Class participation

**UNIT:** III Personal Care Skills  
**TOPIC:** G. Proper Feeding Techniques  
**LESSON:** 2. Assisting Residents with Dysphagia

**TIME:****Classroom Training Time****Didactic:** 10 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Explain briefly the swallowing process and related changes with normal aging.
2. Define dysphagia and identify possible causes.
3. Recognize two symptoms of dysphagia and their importance.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify two changes that occur in swallowing with normal aging.
2. Define and list two causes of dysphagia.
3. Describe two symptoms of dysphagia that should be reported.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPIC:** G. Proper Feeding Techniques

**LESSON:** 3. Assistance for Independent Eaters **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Provide assistance for independent eaters.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Demonstrate tray set-up, with necessary adaptive equipment, if applicable, for independent eaters.
2. Describe the use of the clock method for preparing the visually-impaired resident for meals.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration

**UNIT:** III Personal Care Skills

**TOPIC:** G. Proper Feeding Techniques

**LESSON:** 4. Partial Assistance with Feeding **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

30 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Describe techniques used to assist residents who require partial assistance with eating, such as positioning, tray set-up encouraging, verbal cueing, observing and reporting.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Demonstrate how to correctly feed a resident requiring partial assistance.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration



**UNIT:** III Personal Care Skills  
**TOPIC:** G. Proper Feeding Techniques  
**LESSON:** 5. Total Assistance with Feeding

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** 30 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Describe techniques used to feed residents, such as positioning, tray set-up, encouraging, verbal cueing, observing and reporting who require total assistance with eating.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe one special feeding technique used when feeding a totally dependent resident.
2. Demonstrate how to feed a resident requiring total assistance.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration

**UNIT:** III Personal Care Skills

**TOPIC:** G. Proper Feeding Techniques

**LESSON:** 6. Other Methods of Providing Food/Fluids

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Provide safe care to residents requiring alternate methods of nutrition/hydration.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List three alternative methods (NG tube, G tube, IV, hyperal) of providing nutrition/hydration to resident.
2. Demonstrate safe positioning for residents with alternative methods of feeding.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** H. Skin Care and Alterations in Skin  
**LESSON:** 1. The Integumentary System

**TIME:**  
**Classroom Training Time**  
**Didactic:** 10 Min.  
**Lab:** \_\_\_\_\_  
**Clinical Training Time**  
**With Residents:** \_\_\_\_\_

**OBJECTIVES:**  
 The Nurse Aide Trainee will:  
 1. Define the Integumentary system and describe its function.

**MEASURABLE PERFORMANCE CRITERIA:**  
 The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:  
 1. List two components of the Integumentary system.  
 2. Identify two functions of the skin.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPIC:** H. Skin Care and Alterations in Skin

**LESSON:** 2. Healthy Skin

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Describe healthy skin and age related changes in the skin.
2. Identify the risk factors that compromise healthy skin (i.e. immobility, poor nutrition, illness, etc.).
3. Describe procedures utilized to maintain good skin integrity.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List two characteristics of healthy skin in the elderly.
2. Name three risk factors that affect healthy skin.
3. Identify four daily measures to promote healthy skin.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPIC:** H. Skin Care and Alterations in Skin

**LESSON:** 3. Alterations in Skin Integrity **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 60 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define the following skin alterations and the possible causes of each:
  - a. Skin tears
  - b. Moisture related problems
  - c. Pressure related problems
  - d. Circulatory problems
2. Describe the Nurse Aide's role in the prevention and care of the following skin alterations:
  - a. Skin tears
  - b. Moisture related problems
  - c. Pressure related problems
  - d. Circulatory problems
3. Identify pressure points on the body and the signs of a beginning pressure ulcer.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify two contributing factors for each of the following alterations in skin:
  - a. Skin tears
  - b. Moisture related problems
  - c. Pressure related problems
  - d. Circulatory problems
2. Describe two preventive measures that the Nurse Aide can provide for each of the following:
  - a. Skin tears
  - b. Moisture related problems
  - c. Pressure related problems
  - d. Circulatory problems
3. Locate four pressure points on the body.

4. Identify two signs of early skin breakdown.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Written or oral quiz

**UNIT:** III Personal Care Skills  
**TOPIC:** H. Skin Care and Alterations in Skin  
**LESSON:** 4. Protective Devices

**TIME:****Classroom Training Time****Didactic:**5 Min.**Lab:**15 Min.**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Define protective devices utilized to maintain good skin integrity, including:
  - a. Heal protectors
  - b. Sheepskin pads
  - c. Special mattresses
  - d. Elbow protectors
2. Identify reason for and proper use of protective devices

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List two protective devices and identify the reason for their use.
2. Demonstrate the proper use of two protective devices.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz  
 Demonstration

**UNIT:** III Personal Care Skills

**TOPIC:** H. Skin Care and Alterations in Skin

**LESSON:** 5. Back Rub

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

10 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the benefits of a back rub.
2. Outline the proper procedures when giving a back rub.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Explain three benefits of a back rub.
2. Demonstrate the proper procedure when giving a back rub.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
Class participation



**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 1. The Musculoskeletal System

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Resident:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define the Musculoskeletal system and briefly describe its function.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name three parts of the Musculoskeletal system.
2. Explain how the Musculoskeletal system allows the body to move.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 2. The Musculoskeletal System - Abnormalities and Age Related Changes

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify common abnormalities (i.e. arthritis, osteoporosis, amputation) and age related changes (i.e. increased risk of breakage, loss of strength, shortening of spinal column) in the Musculoskeletal system.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe two common abnormalities of the Musculoskeletal system in the elderly.
2. Name one age related change that occurs in the Musculoskeletal system.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 3. The Musculoskeletal System - Residents with Fractures

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Provide care for residents with fractures.
2. Provide care for residents with a cast or in traction.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe the special care needs of a resident with a fracture.
2. Describe the special care needs of a resident with a cast or in traction.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 4. Body Mechanics

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

15 Min.

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define body mechanics and explain the basic rules of proper body mechanics.
2. Use correct body mechanics when assisting residents in moving and with all aspects of daily care.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State four basic rules of body mechanics.
2. Demonstrate use of correct body mechanics during a transfer.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 5. Positioning the Resident in Bed and Chair **[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 30 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify reasons when specific body positions are indicated.
2. Correctly position a resident in the following basic body positions:
  - a. Fowlers position
  - b. Supine position
  - c. Prone position
  - d. Lateral position
  - e. Sims position

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name two reasons why a resident would be placed in a Fowlers position.
2. Demonstrate how to assist a resident into the following positions:
  - a. Fowlers position
  - b. Supine position
  - c. Prone position
  - d. Lateral position
  - e. Sims position

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 6. Transfer with One Assist

**[BASIC CORE]**

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

30 Min.

**Clinical Training Time**

**With Resident:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. List the guidelines for the following transfers using one assist:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode
2. Safely perform the following one assist transfers:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Explain the safety, body mechanics and resident positioning guidelines for the following one assist transfers:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode
2. Demonstrate safe transfers using one assist as per guidelines for the following:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 7. Transfer with Two Assist

**TIME:****Classroom Training Time****Didactic:** 20 Min.**Lab:** 30 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. List the guidelines for the following transfers using two assist:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode
2. Safely perform the following two assist transfers:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Explain the safety, body mechanics and resident positioning guidelines for the following two assist transfers:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode
2. Demonstrate safe transfers using two assist as per guidelines for the following:
  - a. Stand and pivot
  - b. Bed to chair
  - c. Chair to bed
  - d. On/off toilet/commode

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration



**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 8. Mechanical Lift - Chair to Bed and Bed to Chair

**TIME:****Classroom Training Time****Didactic:** 30 Min.**Lab:** 30 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the use of a mechanical lift.
2. Describe the operation of a mechanical lift, including required staff and safety features.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Explain the clinical indications for using a mechanical lift.
2. Explain how to safely use a mechanical lift to transfer from:
  - a. Bed to chair
  - b. Chair to bed
3. Demonstrate a safe transfer utilizing a mechanical lift to transfer from:
  - a. Bed to chair
  - b. Chair to Bed

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Class participation

**UNIT:** III Personal Care Skills  
**TOPIC:** I. Transfers, Positioning and Turning  
**LESSON:** 9. Transfer with a Transfer Belt

**TIME:****Classroom Training Time****Didactic:**5 Min.**Lab:**10 Min.**Clinical Training Time****With Residents:**

\_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Identify a gait/transfer belt and indications for use.
2. Correctly perform various transfers using a gait/transfer belt.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List three advantages of using a gait/transfer belt.
2. Demonstrate a safe transfer using a gait/transfer belt.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration  
 Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** I. Transfers, Positioning and Turning

**LESSON:** 10. Lift Sheets

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** 5 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Recognize when to use a lift sheet.
2. Correctly demonstrate moving a resident in bed using a lift sheet.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State the clinical situations in which a lift sheet is indicated for safety, comfort and to prevent shearing and friction.
2. Use a lift sheet to reposition a resident in bed.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration  
Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** J. Ambulation

**LESSON:** 1. The Nervous System  
a. Overview

**TIME:**

**Classroom Training Time**

**Didactic:** 10 min.

**Lab:** \_\_\_\_\_

**Clinical Training Time:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the organs and functions of the nervous system
2. Discuss the 5 senses
3. Describe function/age related changes to the nervous system
4. Discuss diseases of the nervous system including but not limited to: Seizures, CVA/Stroke, MS, and Parkinsons

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List two organs and their function within the nervous system.
2. Identify and name two diseases of the nervous system
3. Identify two senses
4. Identify three age related changes related to senses

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Discussion  
Handouts

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Quiz

**UNIT:** III Personal Care Skills

**TOPIC:** J. Ambulation

**LESSON:** 1. The Nervous System  
b. Seizure

**TIME:**

**Classroom Training Time**

**Didactic:**

10min.

**Lab:**

\_\_\_\_\_

**Clinical Training Time:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define seizure
2. Discuss types of seizure
3. Recognize ways to promote safety, privacy and dignity when a resident is having a seizure

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List one type of seizure
2. Name two safety measures for a resident having a seizure
3. Demonstrate two techniques the nurse aide can do to preserve privacy and dignity when a resident is having a seizure

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration, Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** J. Ambulation

**LESSON:** 1. The Nervous System  
c. CVA/Stroke

**TIME:**

**Classroom Training Time**

**Didactic:** 10min.

**Lab:** \_\_\_\_\_

**Clinical Training Time:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define CVA/Stroke
2. Discuss the signs of CVA/Stroke
3. Recognize ways to promote safety, privacy, independence and dignity when a resident has limitations because of a stroke
4. Discuss communications technique to communicate with a resident having aphasia or speech impairments resulting from stroke

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List two signs of stroke
2. Name two safety measures for a resident who has had a stroke
3. List three ways to promote safety, privacy, independence and dignity with a resident who has had a stroke
4. Demonstrate two communication techniques the nurse aide can use with a resident with aphasia

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration, Class participation

**UNIT:** III Personal Care Skills

**TOPIC:** J. Ambulation **[BASIC CORE]**

**LESSON:** 2. One Assist  
3. Assistive Devices including Transfer Belt  
4. Safety Principles

**TIME:**

**Classroom Training Time**

**Didactic:** 20 min.

**Lab:** 10 min.

**Clinical Training Time:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the importance of maximizing the highest level of independent ambulation for the resident/client/patient for the following: increase self-esteem well-being, prevent complications of immobility, gain strength and build endurance.
2. Discuss the components of safe ambulation and the levels of assistance.
3. Discover the various assistive devices and their purposes.
4. Discuss safety guidelines for ambulation.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name how ambulation increases self-esteem and well-being, prevents complications of immobility, and improves ones strength and endurance.
2. Name the components of safe ambulation and the differences between minimal and maximum assistance.
3. Name 3 devices and their purposes.
4. Articulate safety guidelines for ambulation.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration, Class participation



**UNIT:** IV Mental Health and Social Services Needs

**TOPIC:** A. Developmental Tasks that Occur with the Aging Process

**LESSON:** 1. a. Changes in behavior  
b. Changes in body  
c. Concept of loss

**TIME:**

**Classroom Training Time**

**Didactic:**

30 Min.

**Lab:**

\_\_\_\_\_

**Clinical Training Time**

**With Residents:**

\_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify factors that may change how a resident behaves.
2. Name the major losses that nursing home residents experience.
3. Identify reasons why a resident may feel:
  - a. dependent
  - b. hopeless
  - c. useless
4. Describe how to assist a resident who is feeling dependent, hopeless, or useless.
5. Name changes that a nursing home resident may want to manage.
6. Describe how to assist the resident to manage change.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State 2 factors that may change how a resident behaves.
2. State 3 losses that a nursing home resident may experience.
3. Give one example for each, why a resident may feel dependent, helpless or useless.
4. Describe at least one way to assist a resident to feel independent, hopeful and useful.
5. State 2 changes a resident may want to manage.
6. Describe 2 ways to assist a resident to manage change.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture presented by Social Worker  
Show video

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at  
end of Unit

**UNIT:** IV Mental Health and Social Service Needs

**TOPIC:** B. How to Respond to Resident Behaviors

**LESSON:** 1. Human behavior  
 a. Negative behavior  
 b. Appropriate interventions

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Understand the influences that shape human behavior.
2. Identify types of negative behavior a resident may experience.
3. Describe appropriate responses to negative behavior.
4. Describe appropriate interventions to problem behaviors.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 2 factors that influence resident behavior.
2. List 3 types of negative behavior.
3. Describe a therapeutic response for each behavior listed above.
4. Name 2 interventions to problem behaviors.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture by Social Worker  
 Handouts/Overhead  
 Role playing exercise

**SUGGESTED EVALUATION METHODOLOGIES:** Written/oral quiz  
 Observation in clinical area

**UNIT:** IV Mental Health and Social Service Needs

**TOPIC:** C. Modifying Aide's Behavior in Response to Resident's Behavior

**LESSON:** 1. Therapeutic intervention  
 a. Verbally and/or physically aggressive behavior  
 b. Inappropriate or self-destructive behavior

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Develop strategies and therapeutic responses when confronted with a verbally and/or physically aggressive resident.
2. Develop skills in therapeutic interaction.
3. Develop strategies and therapeutic responses when encountering a resident exhibiting inappropriate or self-destructive behavior.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define therapeutic interaction.
2. Demonstrate therapeutic responses when confronted with an abusive resident.
3. Demonstrate therapeutic responses when encountering a resident exhibiting inappropriate or self-destructive behavior.

**SUGGESTED TEACHING METHODOLOGIES:**

Case study presentation  
 Explore feelings  
 Video; Facilitate role playing

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/oral unit quiz  
 Behavioral observation  
 (case review) in the clinical setting

**UNIT:** IV Mental Health and Social Service Needs

**TOPIC:** D. Allowing the Resident to Make Personal Choices, Providing and Reinforcing other Behavior Consistent with the Resident’s Dignity

**LESSON:** 1. Personal choice and sense of control  
 a. Cultural diversity  
 b. Resident dignity  
 c. Resident confidentiality

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Offer the opportunity for residents to make choices as a means of maintaining control over their lives.
2. Identify that there are times a resident’s personal choices cannot be accommodated.
3. Identify that cultural diversity affects resident behavior, choices and decisions.
4. Identify that confidentiality includes privacy of the body and privacy of information.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give 3 examples of how/when residents can be encouraged to make personal choices.
2. Give 3 examples of how/when residents are unable to be accommodated by the facility in fulfilling personal choices.
3. List 4 cultural differences of the residents that the nurse aide has observed and give one example of how the nurse aide can support such diversity.
4. Give 2 examples of how the nurse aide can assist in maintaining resident confidentiality.

**SUGGESTED TEACHING METHODOLOGIES:**

Guest Lecture (Resident Council Member or Social Worker)

**SUGGESTED EVALUATION METHODOLOGIES:**

Written/oral unit quiz

**UNIT:** IV Mental Health and Social Service Needs

**TOPIC:** E. Family as a Source of Emotional Support

- LESSON:**
1. Who is family
    - a. Family reaction to placement
    - b. Family adjustment to placement
    - c. Family dynamics

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify different types of family make-up and structure.
2. Identify reactions family members may experience when placing a family member in a nursing home.
3. Identify ways the nurse aide can assist families to adjust to the resident being placed in a nursing home.
4. Describe how to encourage families to visit.
5. Discuss ways that a family member can be included in providing care.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name 2 family structures that differ from the traditional family unit.
2. State 2 reactions a family member may experience.
3. State 2 ways how to assist a family member to adjust.
4. Name 2 ways how to encourage families to visit.
5. Name 2 ways a family member can be included in providing care.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture presented by Social Worker

**SUGGESTED EVALUATION METHODOLOGIES:** Written/Oral Unit Quiz at end of Unit

- UNIT:** V Care of Cognitively Impaired Residents
- TOPIC:** A. Techniques for Addressing the Unique Needs and Behaviors of Individuals with Dementia (Alzheimer's and others)
- LESSON:** 1. Understanding Cognitive Impairment and Dementia-Causes & Symptoms

**TIME:****Classroom Training Time****Didactic:** 15 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Define cognitive impairment and dementia.
2. Identify the causes and symptoms of cognitive impairment/dementia.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly state the meaning of cognitive impairment and dementia.
2. List three causes of cognitive impairment.
3. List three symptoms of cognitive impairment/dementia.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** A. Techniques for Addressing the Unique Needs and Behaviors of Individuals with Dementia (Alzheimer’s and others)

**LESSON:** 2. Alzheimer’s Disease

**TIME:**

**Classroom Training Time**

**Didactic:** 45 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define Alzheimer’s disease.
2. Identify the stages of Alzheimer’s disease.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly state the meaning of Alzheimer’s disease.
2. Name and explain two stages of Alzheimer’s disease.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz



**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** B. Communicating with Cognitively Impaired Residents

**LESSON:** 1. Verbal Communication  
2. Non-verbal Communication

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Effectively communicate with cognitively impaired residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe one non-verbal communication technique useful in caring for a resident who is cognitively impaired.
2. Describe one verbal communication technique useful in caring for a resident who is cognitively impaired.
3. Demonstrate effective communication skills (both verbal and non-verbal) when caring for a cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Role play  
Video

**SUGGESTED EVALUATION METHODOLOGIES:**

Role play  
Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** C. Understanding Behaviors of Cognitively Impaired Residents

**LESSON:**

1. Identifying Behaviors and Causes
  - a. Common behaviors-wandering, agitation, depression, combativeness, sundowner syndrome, confusion, sexual aggression
  - b. Causes of behaviors
  - c. Family and staff reactions and behaviors

**TIME:**

**Classroom Training Time**

**Didactic:** 60 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Identify common behaviors of the cognitively impaired resident including:
  - a. Wandering
  - b. Agitation
  - c. Depression
  - d. Combativeness
  - e. Sundowner's Syndrome
  - f. Confusion
  - g. Sexual Aggression
2. Identify causes of the behaviors of cognitively impaired residents.
3. Identify common behaviors of family and staff in reaction to the behaviors of cognitively impaired residents.
4. Recognize the importance of utilizing family input in planning the care of the cognitively impaired resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List and describe three behaviors exhibited by the cognitively impaired resident.
2. Describe two possible causes of behaviors exhibited by the cognitively impaired resident.
3. List and describe three common behaviors of family and staff in reaction to the behaviors of cognitively impaired residents.
4. Cite two reasons why family input is important in planning

individual care for the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:**      Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:**      Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** D. Appropriate Responses to the Behavior of Cognitively Impaired Residents

**LESSON:** 1. Behavior Management Techniques

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Recognize appropriate responses to the behavior of cognitively impaired residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify one behavior management technique useful when caring for the cognitively impaired resident exhibiting the following behavior:
  - a. Wandering
  - b. Agitation
  - c. Depression
  - d. Combativeness
  - e. Sundowner's Syndrome
  - f. Confusion
  - g. Sexual Aggression

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

- UNIT:** V Care of Cognitively Impaired Residents
- TOPIC:** D. Appropriate Responses to the Behavior of Cognitively Impaired Residents
- LESSON:** 2. Accommodating and Redirecting Behaviors

**TIME:****Classroom Training Time****Didactic:** 30 Min.**Lab:** \_\_\_\_\_**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Recognize environmental considerations in accommodating or redirecting the typical behaviors of the cognitively impaired resident.
2. Recognize resident care techniques and considerations in accommodating or redirecting the typical behaviors of the cognitively impaired resident .
3. Describe alternative care delivery methods when providing care and services to the cognitively impaired resident such as “gentle bathing”

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State two ways in which the environment can be modified to accommodate the behavior of the cognitively impaired resident.
2. State two ways in which the environment can be modified to redirect problematic behavior of the cognitively impaired resident.
3. State two ways in which resident care techniques and considerations can be modified to accommodate the behavior of the cognitively impaired resident.
4. State two ways in which resident care techniques and considerations can be modified to redirect the problematic behavior of the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** E. Methods of Reducing the Effects of Cognitive Impairment

**LESSON:** 1. Environmental Methods

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Identify environmental strategies to accommodate cognitive impairments in the areas of:
  - a. Judgment
  - b. Memory
  - c. Orientation

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe one environmental strategy utilized in caring for the resident with deficits in judgment, memory and/or orientation.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** E. Methods of Reducing the Effects of Cognitive Impairment

**LESSON:** 2. Interpersonal Methods

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Recognize the effects of cognitive impairment on a resident's interpersonal skills.
2. Recognize the effects of the staff's interpersonal skills on the behavior of the cognitively impaired resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe one way to maintain/promote socialization of a cognitively impaired resident.
2. Describe one way the interpersonal skills of staff impact on the behavior of the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz

**UNIT:** V Care of Cognitively Impaired Residents

**TOPIC:** E. Methods of Reducing the Effects of Cognitive Impairment

**LESSON:** 3. Systematic Methods  
 a. Reality orientation  
 b. Reminiscence therapy  
 c. Validation therapy  
 d. Others

**TIME:**

**Classroom Training Time**

**Didactic:** 45 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVE:**

The Nurse Aide Trainee will:

1. Explain and utilize systematic methods to help reduce the effects of cognitive impairments including:
  - a. Reality orientation therapy
  - b. Reminiscence therapy
  - c. Validation therapy

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define reminiscence therapy, state one example, and explain one benefit of this technique.
2. Define reality orientation and state one way it may be beneficial to the cognitively impaired resident.
3. Define validation therapy and state one way it may be beneficial to the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Written or oral quiz  
Class participation  
Role play



**UNIT:** VI Basic Restorative Services

**TOPIC:** A. Training the Resident in Self Care According to the Resident's Abilities

**LESSON:** 1. Introduction to Restorative Nursing Care

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to describe the philosophy and purpose of basic restorative services and how it is different from maintenance care.
2. Identify the psychosocial benefits of a restorative nursing program.
3. Be able to identify the steps of the task segmentation process.
4. Be able to identify ways to encourage resident participation in task segmentation programs.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List 3 ways to promote resident participation in task segmentation programs.
2. List 3 psychosocial benefits of a restorative nursing program.
3. List 3 ways the nurse aide can encourage the resident to progress toward self care goals.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Role Play  
Video

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz

- UNIT:** VI Basic Restorative Services
- TOPIC:** B. Use Of Assistive Devices in Transferring, Ambulating, Eating and Dressing
- LESSON:** 1. Understanding the Role of Physical Therapy and Occupational Therapy and the Use of Assistive Devices in Restorative Nursing Care – Ambulation and Transfer

**TIME:****Classroom Training Time****Didactic:**15 Min.**Lab:**30 Min.**Clinical Training Time****With Residents:** \_\_\_\_\_**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the role of Physical Therapy in Restorative Nursing.
2. Be able to identify proper ambulation techniques.
3. Be able to identify the use of assistive devices utilized in transferring, ambulation and locomotion and how they can increase independence for resident (transfer belt, cane, walker, wheelchair, braces.)
4. Be able to demonstrate teaching a resident to transfer independently.
5. Be able to demonstrate how to ease a resident to the floor during ambulation.
6. Be able to identify the role of Occupational Therapy in Restorative Nursing Care.

**MEASURABLE PERFORMANCE CRITERIA:**The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate ambulation of a resident without the use of assistive devices.
2. Correctly demonstrate the use and care of assistive devices used in ambulation, locomotion and transfer of a resident (cane, walker, wheelchair, braces, transfer belts).
3. Demonstrate teaching and assisting a resident to transfer independently.
4. Demonstrate how to ease a resident to the floor during ambulation.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture and demonstration from physical and occupational therapists, Equipment to be taught, Role Play: teaching a resident to transfer independently. Video

**SUGGESTED EVALUATION METHODOLOGIES:** Return demonstration: ambulation without assistive devices, ambulation and transfer using cane, walker, wheelchair, braces, and transfer belt. Teaching a resident to transfer independently

**UNIT:** VI Basic Restorative Services

**TOPIC:** B. Use of Assistive Devices In Transferring, Ambulating, Eating and Dressing

**LESSON:** 2. Use of Assistive Devices in Eating

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the assistive devices utilized in eating and how they can increase independence for the resident.
2. Be able to identify proper eating techniques and use of associated assistive devices.
3. Be able to integrate proper body mechanics during eating.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Be able to list all eating techniques used in the facility.
2. Be able to demonstrate each eating technique and the correct use of assistive devices used during these eating techniques.
3. Be able to demonstrate the use of proper body mechanics during all eating techniques.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture from physical and occupational therapists.  
 Demonstration from physical and occupational therapists. Equipment to be taught. Role Play: assisting a resident with eating using assistive devices. Video

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration: use of assistive devices used in eating

**UNIT:** VI Basic Restorative Services

**TOPIC:** B. Use of Assistive Devices In Transferring, Ambulating, Eating and Dressing

**LESSON:** 3. Use of Assistive Devices in Dressing

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the assistive devices utilized in dressing and how they can increase independence for the resident.
2. Be able to identify proper dressing techniques and use of associated assistive devices.
3. Be able to integrate proper body mechanics during dressing.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Be able to list all dressing techniques used in the facility.
2. Be able to demonstrate each dressing technique and the correct use of assistive devices used during these dressing techniques.
3. Be able to demonstrate the use of proper body mechanics during all dressing techniques.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture from physical and occupational therapists.  
 Demonstration from physical and occupational therapists.  
 Equipment to be taught. Role Play: assisting a resident with dressing using assistive devices.  
 Video

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration: use of assistive devices used in dressing

**UNIT:** VI Basic Restorative Services

**TOPIC:** C. Maintenance of Range of Motion

**LESSON:** 1. Maintenance of Range of Motion **[BASIC CORE]**  
 a. Upper Extremities  
 b. Lower Extremities

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** 30 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the functions of the muscular system and be able to identify the “disuse syndrome” and its effect on body symptoms.
2. Be able to correlate the “disuse syndrome” with contractive formation.
3. Be able to describe different types of Range of Motion exercises.
4. Be able to properly perform Range of Motion exercises to upper extremities.
5. Be able to properly perform Range of Motion exercises to lower extremities.
6. Be able to demonstrate teaching a resident to perform Range of Motion activity independently.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define disuse syndrome and related terms of paralysis, contracture, and atrophy.
2. Correctly demonstrate active and passive Range of Motion to upper extremities including shoulders, elbows, wrists and fingers.
3. Correctly demonstrate active and passive Range of Motion to lower extremities including hip, knee, ankle, and toes.
4. Correctly demonstrate leading a resident through Range of Motion exercises of upper and lower extremities.
5. Describe the progression from dependence to independence related to Range of Motion.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture-possibly by PT  
 Demonstration  
 Video

Role Play: leading a resident through ROM

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz. Demonstration of ROM to upper and lower extremities.  
Demonstration of leading a resident through ROM to upper and lower extremities.

**UNIT:** VI Basic Restorative Services  
**TOPIC:** D. Proper Turning and Positioning in Bed and Chairs  
**LESSON:** 1. Turning and Positioning in Bed

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 30 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify the restorative techniques utilized in turning and positioning a resident in bed.
2. Identify the use of assistive devices used in turning residents and moving residents up in bed. (lift sheets, trapeze, side rails).

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Correctly demonstrate turning a resident on side (turning toward caregiver, away from caregiver, and log rolling) and positioning the resident on his/her side in bed utilizing positioning assistive devices.
2. Correctly demonstrate moving a resident up in bed with and without the use of an assistive device.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, Demonstration of assistive devices: lift sheets, trapeze, side rails

**SUGGESTED EVALUATION METHODOLOGIES:**

- Return demonstration:
- a. turning resident on side and log rolling
  - b. positioning on side using assistive devices
  - c. moving resident up in bed



**UNIT:** VI Basic Restorative Services  
**TOPIC:** D. Proper Turning and Positioning in Bed and Chairs  
**LESSON:** 2. Proper Positioning and Re-Positioning in a Chair

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify proper positioning and re-positioning of residents while in a chair.
2. Review the uses of assistive devices for positioning and re-positioning residents while in a chair.
3. Be able to integrate proper body mechanics while positioning residents in a chair.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Be able to describe the proper positioning of a resident while in a chair.
2. Demonstrate the use of assistive devices used when positioning and re-positioning a resident in a chair.
3. Demonstrate the use of proper body mechanics while positioning and re-positioning a resident in a chair.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
 Video  
 Demonstration of assistive devices

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration:  
 positioning resident in chair with  
 and without using assistive devices

**UNIT:** VI Basic Restorative Services

**TOPIC:** E. Bowel and Bladder Training

**LESSON:** 1. Bowel Training

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the basic concepts of bowel rehab procedures.
2. Be able to identify the CNA role in the bowel rehab program.
3. Be able to perform accurately the role of the CNA in documentation related to a resident's bowel rehab program.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List the elements of a bowel rehab program.
2. List 3 things a CNA can do to promote bowel continence.
3. Correctly demonstrate proper recording of bowel function according to the facility's bowel rehab program.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video  
Documentation form used in bowel rehab program

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz  
Return demonstration of documentation on facility bowel rehab form

**UNIT:** VI Basic Restorative Services

**TOPIC:** E. Bowel and Bladder Training

**LESSON:** 2. Bladder Training

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the basic concepts of bladder rehab procedures.
2. Be able to identify the CNA role in the bladder rehab program.
3. Be able to perform accurately the role of the CNA in documentation related to a resident's bladder rehab program.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Be able to list the elements of a bladder rehab program.
2. Be able to list 3 things a CNA can do to promote bladder continence.
3. Correctly demonstrate proper recording of bladder function according to the facility's bladder rehab program.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video  
Documentation form used in bladder rehab program

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz  
Return demonstration of documentation on facility bladder rehab form

**UNIT:** VI Basic Restorative Services

**TOPIC:** F. Care and Use of Prosthetic and Orthotic Devices

**LESSON:** 1. Care and Use of Prosthetic and Orthotic Devices Used in a Restorative Nursing Environment

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Be able to identify the prosthetic and orthotic devices used in basic restorative care.
2. Be able to identify the goals for the use of prosthetic and orthotic devices used in a restorative care program.
3. Be able to identify the use and care of the prosthetic and orthotic devices (splints, special footwear, artificial limbs, and braces other than for ambulation) and correlate their use in a restorative nursing program.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List the prosthetic and orthotic devices used in the facility.
2. State the goals for the use of prosthetic and orthotic devices used in restorative care.
3. Correctly demonstrate the application of a splint, orthotic shoe, artificial limb and supportive neck collar.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture by PT  
 Video  
 Examples of prosthetic and orthotic devices with demonstration  
 Role play: applying splint

**SUGGESTED EVALUATION METHODOLOGIES:**

Quiz  
 Return demonstration of the application of:  
 a. Splint  
 b. Orthotic shoe

- c. Artificial limb
- d. Supportive neck collar

**UNIT:** VII Resident's Rights

**TOPIC:** A. Providing Privacy and Maintenance of Confidentiality

**LESSON:** 1. Dignity

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain treatment with dignity to be a responsibility in protecting residents' rights.
2. Relate how care with dignity can be upheld in daily interaction with residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define dignity as the basic right of any nursing home resident.
2. List three ways to provide dignified care.

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures  
Video/equipment

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written/oral quiz

**UNIT:** VII Resident's Rights

**TOPIC:** A. Providing Privacy and Maintenance of Confidentiality

**LESSON:** 2. Personal Privacy  
 3. Confidentiality  
 a. Personal Information  
 b. Medical Information

**TIME:**

<b>Classroom Training Time</b>	
<b>Didactic:</b>	<u>15 Min.</u>
<b>Lab:</b>	_____
<b>Clinical Training Time</b>	
<b>With Residents:</b>	_____

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define resident privacy.
2. Define confidentiality.
3. State the purposes of confidentiality.
4. Discuss confidential treatment of personal and medical records and with whom the nurse aide may discuss this information including but not limited to HIPAA.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Discuss resident privacy.
2. State definition of confidentiality.
3. Identify the purposes of confidentiality.
4. Articulate NA responsibilities in regard to the confidentiality of personal and medical records and identify with whom the NA may discuss this information.
5. Identify one rule mandated by HIPAA

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
 Role Play

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** B. Promoting the Resident's Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 1. Basic Rights of Residents  
a. Methods to Promote  
b. How Rights are Violated

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Describe the basic rights of the nursing home resident as entitled by the regulations.
2. Discuss ways in which staff can promote residents' rights.
3. Identify ways residents' rights may be violated.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Name four important residents' rights.
2. Give two examples of each.
3. Observe normal unit activities during a typical shift. Identify staff behaviors that do not promote/respect residents' rights.
4. Describe how these behaviors can be changed.
5. Complete Crossword Puzzle-Resident Rights.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video/equipment  
Complete crossword puzzle

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation  
Written/oral quiz



**UNIT:** VII Resident's Rights

**TOPIC:** B. Promoting the Resident's Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 2. The Importance of Religious Belief

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the importance of religious beliefs.
2. Name several customs that are part of religious practices.
3. Relate the importance of religion to some residents near the time of their death.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify three methods the NA could use to help residents express their religious beliefs.
2. Identify three ways to help meet the resident's religious and spiritual needs.
3. Identify three ways to care for residents who do not have religious beliefs to support them.

**SUGGESTED TEACHING METHODOLOGIES:** Lectures

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz

**UNIT:** VII Resident's Rights

**TOPIC:** B. Promoting the Resident's Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 3. Human Sexuality

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss sexuality as an important aspect of a resident's life and basic needs.
2. Discuss the issue of consent in nursing home residents' sexual relationships.
3. Discuss the nurse aide role in providing privacy for a nursing home resident.
4. Discuss sexual advancements made by residents toward caregivers.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State three major reasons residents may not be sexually active.
2. State two important considerations for a sexual relationship between residents.
3. Identify the nurse aide's role in supporting a resident's sexual activity.
4. Give two examples of statements the nurse aide could make if a resident makes a sexual advance to the nurse aide.

**SUGGESTED TEACHING METHODOLOGIES:** Lectures

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation  
Written/oral quiz

**UNIT:** VII Resident's Rights

**TOPIC:** C. Giving Assistance in Resolving Grievances and Disputes

**LESSON:** 1. Problem Solving

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define problem solving.
2. Outline and demonstrate problem solving skills.
3. Discuss nurse aide's role and abilities in assisting residents to resolve grievances and disputes.
4. Discuss nurse aide's limitations in assisting residents to resolve grievances and disputes.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give the definition of problem solving.
2. List four steps to use for problem solving.
3. Return demonstrate problem-solving skills during a role-play situation.
4. Identify nurse aide's role and abilities in assisting residents to resolve grievances and disputes.
5. Identify nurse aide's limitations in assisting residents to resolve grievances and disputes.
6. List three specific grievance/dispute situations where team leader/charge nurse need to be involved.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion, reading assignment, role play

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, completion of reading assignment worksheet, return demonstration

**UNIT:** VII Resident's Rights

**TOPIC:** C. Giving Assistance in Resolving Grievances and Disputes

**LESSON:** 2. Facility Policy

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss facility policy for assisting residents in resolving grievances and disputes.
2. Define the role of the nurse aide providing residents assistance in resolving grievances and disputes.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe the facility policy for resolution of residents' grievances and disputes.
2. State the nurse aide's responsibility in providing residents assistance in resolving grievances and disputes.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** C. Giving Assistance in Resolving Grievances and Disputes

**LESSON:** 3. Resident Council

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the Resident Council as one forum where residents can express concerns, ask questions, suggest changes, resolve grievances.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Describe two purposes of the Resident Council.
2. State when the Resident Council meets as indicated on the activity calendar.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** C. Giving Assistance in Resolving Grievances and Disputes

**LESSON:** 4. New York State Department of Health (NYSDOH)

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. State that the NYSDOH has a 24-hour Resident Care Hotline for reporting physical abuse, mistreatment or neglect of residents.
2. Identify the location of posted NYSDOH telephone number and address.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Restate the purpose of the Resident Care Hotline.
2. Locate the poster publicizing the NYSDOH address and telephone number.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, return demonstrate poster location

**UNIT:** VII Resident's Rights

**TOPIC:** C. Giving Assistance in Resolving Grievances and Disputes

**LESSON:** 5. Ombudsman Program

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain the purpose of the Ombudsman Program and how it works.
2. State how a resident can access the Ombudsman Program.
3. Locate poster publicizing the Office for the Aging address and telephone number.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State one example of when a resident would benefit from involvement in the Ombudsman Program.
2. Restate how a resident can access the Ombudsman Program.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation, return demonstrate poster location

**UNIT:** VII Resident's Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 1. Choice

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the importance of residents' right to select and participate in the activities of their choice.
2. Discuss how culture and personal history can impact a resident's choice of activities.
3. Discuss ways in which the nurse aide can provide the resident with opportunities to participate in activities of his or her choice.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify three ways cultural diversity may impact the decisions and choices made by residents in their choice of activities.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion by social worker, role-play

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation/role play, observation/audit of resident care



**UNIT:** VII Resident’s Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 2. Religious/Spiritual/Cultural

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the role that religion/spirituality/culture play in meeting residents’ basic needs.
2. Describe ways the CNA can assist residents to meet their religious/spiritual/cultural needs.
3. Discuss the activity calendar as means of publicizing religious services.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify how religion/spirituality/culture relates to residents’ basic needs.
2. Identify two CNA care techniques that will facilitate the religious/spiritual/cultural needs of the residents.
3. Locate religious/spiritual/cultural events on the activity calendar.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 3. Community (Including Religious)

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the benefits of continuing or instituting resident involvement in community activities.
2. Specify the CNA's role in facilitating resident attendance at community events.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify three ways residents benefit from continuing or beginning involvement in community activities/events.
2. List two CNA care techniques that will facilitate resident involvement in community activities/events.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 4. Privacy

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the importance of privacy and how it relates to residents' rights.
2. Specify nurse aide's role in ensuring privacy.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify three ways privacy relates to resident's rights.
2. List four CNA care techniques that will ensure resident privacy.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation,  
Observation/audit of resident care

**UNIT:** VII Resident’s Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 5. Consenting Adults

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss residents’ right to knowingly and willfully participate in activities of their choice.
2. Discuss the concept of consenting adults and diversity.
3. Verbalize nurse aide’s personal comfort levels.
4. Specify the CNA’s role in facilitating resident requests.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Restate residents have the right to knowingly and willfully participate in activities of their choice.
2. Define what the term consenting adults means.
3. State an awareness of their own comfort level.
4. List two ways the CNA can facilitate resident requests.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation

**UNIT:** VII Resident's Rights

**TOPIC:** D. Providing Needed Assistance in Getting To and Participating In Resident and Family Groups and Other Activities

**LESSON:** 6. Importance of Activities

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Discuss the benefits of activities and socialization for residents.
2. Specify the CNA's role in helping the resident attend activities.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List four ways residents benefit from attending activities.
2. State two CNA care techniques that will assist the residents in attending activities.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion by social worker, reading assignment

**SUGGESTED EVALUATION METHODOLOGIES:**

Class participation, observation/audit of resident care

**UNIT:** VII Resident’s Rights

**TOPIC:** E. Maintaining Care and Security of Resident’s Personal Possessions

**LESSON:** 1. Respect of All Personal Belongings

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify meaning of personal possessions.
2. Discuss need for respect of personal belongings.
3. Know what provisions are made to maintain care and security of personal possessions.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. List five personal possessions that a resident might have in the facility.
2. Give three examples of steps taken by staff in a facility to provide security of resident’s personal possessions.

**SUGGESTED TEACHING METHODOLOGIES:** Class discussion  
Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Quiz

**UNIT:** VII Resident's Rights

**TOPIC:** E. Maintaining Care and Security of Resident's Personal Possessions

**LESSON:** 2. Misappropriation of Resident Property

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define misappropriation.
2. Discuss examples of misappropriation of resident's property.
3. Explain need for reporting.
4. Discuss the consequences of misappropriating a resident's property to the CNA and the resident, including the Nurse Aide Registry documentation.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. State the definition of misappropriation.
2. Identify four examples of misappropriation of resident's property.
3. Restate the consequences to the CNA and the resident when a nurse aide misappropriates resident's property.
4. Participate in a role-play situation involving misappropriation of a resident's personal property, and demonstrate the facility reporting procedure.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Role-play

**UNIT:** VII Resident's Rights

**TOPIC:** F. Promoting the Resident's Right to be Free From Abuse, Mistreatment, and Neglect and the Need to Report Any Instance of Such Treatment to Appropriate Facility Staff

**LESSON:** 1. Understand and Recognize All Forms of Abuse

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Define abuse and give examples of:
  - a. physical abuse
  - b. mistreatment
  - c. neglect
2. Discuss how verbal or mental abuse is unacceptable.
3. Explain the procedure for reporting any form of abuse to appropriate facility staff.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Give four examples of types of reportable abuse specific to the Patient Abuse Reporting Law.
2. Identify the abuse reporting procedure (covered in Unit IE).
3. Identify the differences between verbal and mental abuse and give examples.
4. Demonstrate [role-play] a simulated abuse situation and follow through with reporting it to the appropriate facility staff.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Textbook Reading

**SUGGESTED EVALUATION METHODOLOGIES:** Classroom discussion



**UNIT:** VII Resident's Rights

**TOPIC:** G. Avoiding the Need for Restraints in Accordance With Current Professional Standards

**LESSON:** 1. Restraints (Safety Devices)

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Identify what constitutes a restraint.
2. Differentiate between physical and chemical restraints.
3. Describe various types of restraints - chemical and physical.
4. Discuss circumstances when a restraint may be necessary.  
(As a last resort)

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Define physical restraints and list three examples.
2. Define chemical restraints and list three examples.
3. Provide two examples of when a restraint may be necessary.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Oral Quiz

**UNIT:** VII Resident's Rights

**TOPIC:** G. Avoiding the Need for Restraints in Accordance With Current Professional Standards

**LESSON:** 2. Restraint Safety  
a. Application of Waist Restraints

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Demonstrate how to properly apply a waist restraint.
2. Understand why the correct application and use of a restraint is important.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Identify 3 do's and 3 don'ts when restraints are used.
2. Demonstrate the proper application of a waist restraint.
3. Apply a waist restraint to a classmate so that each student can experience how it feels to be restrained.

**SUGGESTED TEACHING METHODOLOGIES:**

Demonstration and practice of proper procedure for application of waist restraints. Discussion

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration of correct application of waist restraint

**UNIT:** VII Resident's Rights

**TOPIC:** G. Avoiding the Need for Restraints in Accordance With Current Professional Standards

**LESSON:** 2. Restraint Safety  
b. Monitoring and Release Policy

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Provide a list of safety factors to be aware of when caring for a resident who is restrained.
2. Explain release policy and proper documentation.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Demonstrate how to check a resident who is restrained to ensure the resident's safety.
2. List 3 examples of how a restrained resident's safety could be jeopardized.
3. State the frequency of restraint release and at least 3 types of activities that could be done during release time.

**SUGGESTED TEACHING METHODOLOGIES:** Textbook reading; Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Class participation and discussion

**UNIT:** VII Resident's Rights

**TOPIC:** G. Avoiding the Need for Restraints in Accordance With Current Professional Standards

**LESSON:** 3. Restraint Free Environment  
 a. Alternatives to Restraints

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Nurse Aide Trainee will:

1. Explain purpose of a restraint free environment.
2. Understand the various alternatives to restraints, such as redirecting activity, modifying the environment, etc.

**MEASURABLE PERFORMANCE CRITERIA:**

The Nurse Aide Trainee, **while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge**, will:

1. Restate understanding of a restraint free environment.
2. Identify four alternatives to restraints and when each may be used.
3. Demonstrate two methods of intervention that provide alternatives to the use of restraints, such as redirecting activity, modifying the environment, etc.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**SUGGESTED EVALUATION METHODOLOGIES:** Brief class discussion, Role play

## F. NURSING HOME NURSE AIDE TRAINING PROGRAM CLINICAL SKILLS PERFORMANCE RECORD EVALUATION CHECKLIST

NA TRAINEE: \_\_\_\_\_

NA TRAINING PROGRAM: \_\_\_\_\_

PRIMARY INSTRUCTOR: \_\_\_\_\_ CLINICAL SUPERVISOR \_\_\_\_\_

DATE OF NA TRAINING: FROM \_\_\_\_ / \_\_\_\_ / \_\_\_\_ TO \_\_\_\_ / \_\_\_\_ / \_\_\_\_

CLINICAL SKILL	DATE INITIAL DEMO. BY INSTR.	INST INITIALS	DATE FINAL <u>SUCCESSFUL</u> RETURN DEMO. BY TRAINEE	PC/PI INITIALS	COMMENTS
<b>UNIT I. INTRODUCTORY CURRICULUM</b>					
1. Hand washing					
2. Using an ABC fire extinguisher					
3. Heimlich maneuver					
<b>UNIT II. BASIC NURSING SKILLS</b>					
4. Measure / Record Respiration					
5. Measure / Record Oral Temp (Non-Digital Thermometer)					
6. Measure / Record Rectal Temp (Non-Digital Thermometer)					
7. Measure / Record Radial Pulse					
8. Measure / Record Height					
9. Measure / Record Weight (Balance Scale / Chair Scale)					
10. Make unoccupied bed					
11. Make occupied bed					
12. Use of Personal Protective Equipment (PPE)					
a. gloves					
b. gown					
c. mask					
d. goggles					
13. Follow isolation procedures in the disposal of soiled linen					
14. Provide post-mortem care					
<b>UNIT III. PERSONAL CARE SKILLS</b>					
15. Give complete bed bath					
16. Give partial bed bath					
17. Provide AM and PM care					
18. Give shower					
19. Give tub bath / whirlpool bath					
20. Provide hair care					
a. shampoo resident					
b. grooming, brushing, combing					
21. Provide mouth care (natural teeth)					
22. Provide mouth care (no teeth)					
23. Provide mouth care (unconscious)					
24. Provide denture care					
25. Shave resident					
26. Provide hand and nail care					
27. Provide foot care					
28. Dress resident					
a. care of eyeglasses					

CLINICAL SKILL	DATE INITIAL DEMO. BY INSTR.	INST INITIALS	DATE FINAL <u>SUCCESSFUL</u> RETURN DEMO. BY TRAINEE	PC/PI INITIALS	COMMENTS
b. care of hearing aides					
29. Perineal care – female					
30. Perineal care – male					
31. Perineal care – incontinent resident					
32. Assist with bedpan (offer / remove / clean)					
33. Assist with urinal (offer / remove / clean)					
34. Use bedside commode					
35. Urinary catheter care					
36. Care of / emptying of urinary drainage bag					
37. Measure / Record Food and Fluid Intake					
38. Measure / Record Urinary Output					
39. Provide ostomy care					
40. Collect urine specimen					
41. Collect stool specimen					
42. Feed resident					
a. set-up tray					
b. partial assistance					
c. total assistance					
d. adaptive devices					
e. residents with dysphasia					
f. alternative feeding methods					
43. Provide skin care					
a. protective devices					
b. give back rub					
44. Position resident in chair					
45. Move resident up in bed					
46. Position resident on side in bed					
47. Transfer resident					
a. one assist					
b. two assist					
c. mechanical lift					
d. transfer belt					
e. lift sheets					
<b>UNIT IV: MENTAL HEALTH AND SOCIAL SERVICE NEEDS</b>					
48. Response with abusive resident					
<b>UNIT V: CARE OF COGNITIVELY IMPAIRED RESIDENTS</b>					
49. Communication skills					
<b>UNIT VI: BASIC RESTORATIVE SERVICES</b>					
50. Assist with ambulation using gait belt					
51. Easing resident (about to fall) to floor during ambulation					
52. Ambulation assistive devices					
53. Ambulation adaptive equipment					
54. Feeding adaptive equipment					
55. Range of motion to upper extremities					
56. Range of motion to lower extremities					
57. Use of positioning devices in bed					
58. Use of positioning devices in chair					
59. Use of prosthetic / orthotic devices					
60. Apply hand splint					
<b>UNIT VII: RESIDENT'S RIGHTS</b>					
61. Apply waist restraint					

KNOWLEDGE PERFORMANCE EVALUATIONS	DATE	PC/PI INIT.	PASS OR FAIL?	If Failed, DATE OF SUCCESSFUL PERFORMANCE EVALUATION FOR UNIT	PC/PI INIT.
UNIT I: INTRODUCTORY CURRICULUM					
UNIT II: BASIC NURSING SKILLS					
UNIT III: PERSONAL CARE SKILLS					
UNIT IV: MENTAL HEALTH AND SOCIAL SERVICE NEEDS					
UNIT V: CARE OF COGNITIVELY IMPAIRED RESIDENTS					
UNIT VI: BASIC RESTORATIVE SERVICES					
UNIT VII: RESIDENT'S RIGHTS					
DATE OF FINAL NATP PERFORMANCE EVALUATION					
ADMINISTRATION DATE OF STATE COMPETENCY EXAMINATIONS					

NOTES/COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

We hereby certify that the clinical skills performance record evaluation checklist depicted above is true and correct and that the named Nurse Aide Trainee has successfully completed all skills. A copy of this completed evaluation checklist has been provided to the Nurse Aide trainee.

Signature of NH Facility Administrator or NA Training Program Director:

\_\_\_\_\_ Date \_\_\_\_\_

Signature of NATP Primary Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Signature of NATP Clinical Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Nurse Aide Trainee: \_\_\_\_\_ Date \_\_\_\_\_

DATE(S) OF STATE NURSING HOME NURSE AIDE CERTIFICATION COMPETENCY EXAMINATION:

	DATE	CLINICAL SKILLS TEST P/F	WRITTEN/ORAL TEST P/F
1 <sup>ST</sup> Attempt:	_____	_____	_____
2 <sup>ND</sup> Attempt:	_____	_____	_____
3 <sup>RD</sup> Attempt:	_____	_____	_____