



Nevada State Board of Nursing

Nursing Assistant Training Program

MODEL CURRICULUM



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The Nursing Assistant Training Model Curriculum Guide

INTRODUCTION

The Nursing Assistant Training Program Model Curriculum was designed to provide a guide for instructors and learners on the competencies needed by nursing assistants caring for clients in a variety of settings. The Model Curriculum meets the requirements of the Omnibus Reconciliation Act of 1987 (OBRA, CFR 42) and Nevada Revised Statute 632.

LENGTH OF PROGRAM

The curriculum is divided into 18 units, which include objectives, vocabulary and suggested content. The program must be a minimum of 75 hours. Classroom and laboratory work must be a minimum of 60 hours. OBRA requires a trainee complete a minimum of 16 hours training before being allowed to work in a facility. These 16 hours should include the following:

Communication and Interpersonal Skills
Infection Control
Safety/Emergency Procedures, including abdominal thrusts
Promoting Residents' Independence
Respecting Residents' Rights

GOALS OF THE INSTRUCTIONAL PROGRAM

The goals of the instructional program contained in this guide are:

1. To introduce the learner to the health care field of nursing assistants.
2. To provide learners with experiences in the classroom and in the clinical areas that result in development of basic competencies required of nursing assistants.
3. To provide the learner with competencies that are prerequisite to specific areas and job entry.
4. To provide the learner with training required by State and Federal laws for employment as a nursing assistant.
5. To provide learners who have completed a nursing assistant training program with the opportunities to update their skills.

NOTE: Use of Standard Precautions, correct body mechanics, provision of privacy, maintaining confidentiality and proper use of side rails are expected to be integrated into all content and skills used in this manual. Therefore, they are not specifically addressed in each unit.

The word "client" will be used throughout the curriculum to refer to the person/patient/resident receiving care.

GRADING OF LEARNERS

Grading for each unit follows:

- Minimum of 80% on all written and oral quizzes/tests
- Minimum of 100% (pass/fail) on all skills listed in Appendix A

Learners are permitted to practice skills until 100% accuracy is achieved. The test of skills must be given by a Registered Nurse who holds an instructor certification. Retakes are permitted on all oral or written quizzes/tests, up to two (2) times. The competency-based curriculum allows for variation in completion time because of the differences in individual learners.

DOCUMENTATION OF COMPLETION

Individuals wishing to certify as a nursing assistant must apply to the Nevada State Board of Nursing and qualify to take the program and the State competency testing for certification. Each individual who completes the program should be awarded a document of completion by the agency administering the program. The document means only that the learner has successfully completed the nursing assistant training program.

General Evaluation Information:

I. Evaluation Criteria

- A. Skills:
 1. Learner will demonstrate performance in a professional manner using appropriate communication and respect for clients' rights.
 2. Learner will achieve 100% on skills in order to pass. Unprofessional, unsafe or abusive behavior in testing will constitute a failure of the test.
- B. Written/Oral: Learner will achieve a minimum of 80% on oral/written exam.

II. Unit Quizzes

Written/oral and manual quizzes should be completed at the end of each unit. Employer should be notified of skills successfully passed.

III. Final Exams

The final exam consists of two (2) parts: written (or oral) and manual skills, according to the Training Program's state-approved application.

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Unit 1: The Role and Responsibilities of the Nursing Assistant

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Differentiate between the hospital, long-term care facility, hospice, home health agency and assisted living situations.
3. Describe the importance of the nursing assistant to the health care team.
4. List responsibilities the nursing assistant has to the client, employer and self.
5. Give an example of the chain of command in the supervision of the nursing assistant.
6. Identify the scope of practice for the nursing assistant.
7. Describe the appropriate response when asked to do tasks which are outside this scope.
8. Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws and incident reporting.
9. Describe disciplinary actions which can be taken by the Nevada State Board of Nursing against a Certified Nursing Assistant certification.
10. Describe the ethical behavior of a nursing assistant.
11. Describe residents' rights and how to promote a resident's quality of life.
12. Explain what is meant by elder abuse and the signs of elder abuse.
13. Explain how to report if elder abuse is suspected.
14. Explain CNA's role and responsibility as mandated reporters of elder abuse.

<u>Vocabulary to Know</u>			
Acute Illness	Defamation	Hospice	Primary Nursing
Assault	Discipline against certificate	Informed Consent	RN
Assisted Living	Durable Power of Attorney	Invasion of Privacy	Scope of Practice
Battery	Ethics	Libel	Slander
Case	False Imprisonment	Living Will	Team Nursing
Management	Fraud	Long Term/Skilled Care	Tort
Chronic Illness	Functional Nursing	LPN/LVN	Will
Civil Law	Health Care Team	Malpractice	
Confidentiality	Home Care	Nursing Care Team	
Criminal Law	Health Agency	Patient Rights	
Cross Training			

Unit 2: Communication and Interpersonal Relationships

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe elements in the communication process (sender, receiver, message, transmitting device, feedback).
3. Describe barriers to successful communication.
4. Describe how observed interpretation of non-verbal behavior may improve or hinder communication with others.
5. Describe Maslow's 5 basic needs for survival.
6. Explain the purpose, sections and information found in the medical record.
7. Describe the nursing assistant's legal and ethical responsibilities regarding medical records.
8. List basic rules for recording.
9. Describe objective and subjective symptoms.
10. Describe the nursing assistant's contribution to carrying out the plan of care.
11. Recognize and develop a plan of personal stress management: How to cope/deal effectively with clients

<u>Vocabulary to Know</u>	
Barrier	Nursing Process
Care Plan	Objectives - signs
Effectiveness	Reporting – oral
Feedback	Reporting – written
Gestures	Subjective/Symptoms
Minimum Data Set	Verbal
Non-verbal	

Unit 3: Safety and Infection Control

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List rules of general safety.
3. List rules of fire and disaster safety. List rules of safety when oxygen is in use.
4. Demonstrate the principles of body mechanics.
5. Explain the purpose of restraints and the safety rules for use.
6. Describe the nursing assistant role in a restraint reduction program.
7. Explain and describe the causes of obstructed airway showing the method used to relieve the obstruction.
8. Explain the chain of infection.
9. Explain the differences between medical asepsis, surgical asepsis, disinfection and sterilization.
10. Explain the Standard Precaution techniques, isolation precautions and their effects on the client.
11. Describe nosocomial infection and the client at risk.
12. Demonstrate proper hand washing.
13. Describe basic life-saving measures.
14. Attain CPR certification prior to patient contact.

<u>Vocabulary to Know</u>			
Automated External Defibrillator	Combustion	Isolation	Spore
Biohazardous Material	Contaminated	Medical & Surgical Asepsis	Standard
Body Mechanics	Disinfection	Microorganism	Precautions
Carrier	Flora	Pathogen	Sterilization
Center of Gravity	Host	Positive Protein Derivative	Susceptible Host
	Infection Control	Reservoir	Standard Precautions

MANUAL SKILLS RELATED TO THIS UNIT

Abdominal thrusts
Body Mechanics
Goggles/face mask
Gloving & removing

CPR with AED
Gowning
Hand washing
Transfer techniques

CPR
Reposition in wheelchair
Restraint application (wrist/ankle, vest, waist)

Unit 4: Anatomy and Physiology

Subunit A: The Musculoskeletal System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. State the purposes of the skeleton.
3. Explain the impact of the aging process on the skeleton.
4. Describe the different types of fractures.
5. Give an example of the three types of muscle.
6. Describe how atrophy and contracture occur.

Vocabulary to Know

Abnormality
Anatomy
Anterior
Atrophy
Cardiac Muscle

Contracture
Dislocation
Distal
Fracture
Inferior

Involuntary Muscle
Osteoarthritis
Osteoporosis
Paralysis
Physiology

Posterior
Rheumatoid Arthritis
Striated Muscle
Superior
Voluntary Muscle

Unit 4: Anatomy and Physiology

Subunit B: The Urinary System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Name the components of the urinary system.
3. Describe the flow of urine through the urinary organs.
4. Describe the characteristics of normal and abnormal urine.
5. Describe variables which impact urinary output (ratio of intake and output).
6. Explain how urinary tract infections may be prevented.
7. Explain causes of incontinence.

<u>Vocabulary to Know</u>			
Bladder Cystitis Immobility Incontinence	Kegel Exercises Kidney Meatus	Nephritis Perineum Prostate	UTI Urethra Ureter

Unit 4: Anatomy and Physiology

Subunit C: The Integumentary System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the purpose of the skin.
3. Discuss age-related skin changes.
4. Describe common skin injuries.

<u>Vocabulary to Know</u>			
Cyanosis Decubitus Edema	Elasticity Erythema Eschar	Follicle Integumentary Lubricate	Perspiration Stages of Pressure Sores Turgor

Unit 4: Anatomy and Physiology

Subunit D: The Cardiovascular System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Name the components of the cardiovascular system.
3. Describe the flow of blood through the cardiovascular system.
4. Explain the function of arteries, veins and capillaries.
5. Describe the impact of aging on the cardiovascular system (stasis ulcer, decubitus/pressure sore, dependent edema).
6. Describe the procedure of performing an EKG.
7. Describe the procedure of monitor lead placement.

<u>Vocabulary to Know</u>			
Aorta	Cardiovascular	Edema	Systole
Arteries	Cyanosis	Myocardial Infarction	Veins
Atria	Diastolic	Pulse	Vena Cava
Blood Pressure	Diastole	Systolic	Ventricles
Capillaries			

MANUAL SKILLS RELATED TO THIS UNIT

EKG

Monitor Lead Placement

NOTE: Discuss the relationship between the Cardiovascular and Respiratory Systems.

Unit 4: Anatomy and Physiology

Subunit E: The Respiratory System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. Name the components of the respiratory system.
3. Describe flow of air through the respiratory system.
4. Discuss impact of aging on the respiratory system.
5. Describe measures to prevent respiratory problems.

<u>Vocabulary to Know</u>			
Aspiration	Cyanosis	Larynx	Pharynx
Alveoli	Diaphragm	Lungs	Respiration
Bronchi	Epiglottis	Oxygen (O ₂)	Trachea
Carbon Dioxide (CO ₂)			

Unit 4: Anatomy and Physiology

Subunit F: The Endocrine System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. List functions of major endocrine glands.
3. Describe impact of aging on glandular system.

<u>Vocabulary to Know</u>			
Adrenal	Excrete	Ovaries	Secrete
Carbohydrates	Hormones	Pancreas	Testes
Diabetes	Immunity	Parathyroid	Testosterone
Endocrine System	Insulin	Pituitary	Thyroid
Estrogen	Metabolism	Progesterone	

Unit 4: Anatomy and Physiology

Subunit G: The Sensory System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List the five sense organs and describe their function.
3. Describe the impact of aging on each of the senses.

<u>Vocabulary to Know</u>			
Auditory	Glaucoma	Senses	Tactile
Aural	Olfactory	Sensory system	Taste
Cataract	Peripheral Vision	Stimulus	Visual
Environment			

Unit 4: Anatomy and Physiology

Subunit H: The Digestive System

Behavioral Objectives: The student will be able to:

1. Describe the vocabulary listed.
2. Describe the components of the digestive system.
3. Describe the digestive process.
4. Discuss the impact of aging on the digestive system.

<u>Vocabulary to Know</u>			
Anus	GI	Large Intestine/Colon	Small Intestine
Bile	Gallbladder	Liver	Sphincter
Digestion	Gastric Juice/Chyme	Pancreas	Stomach
Esophagus	Ilium	Peristalsis	
Feces	Jejunum	Rectum	

Unit 4: Anatomy and Physiology

Subunit I: The Nervous System

Behavioral Objective: The student will be able to:

1. Define the vocabulary listed.
2. Describe the components of the nervous system.
3. Discuss the impact of disease process and/or aging on the nervous system.

Vocabulary to Know

Autonomic Nervous System (ANS)
Brain
Brain Stem
Central Nervous System (CNS)
Cerebellum
Cerebrovascular Accident
Cerebral Cortex
Cerebral Spinal Fluid (CSF)

Cerebrum
Cranial Nerves
Equilibrium
Hemispheres (right and left)
Peripheral
Peripheral Nervous System (PNS)
Reflexes
Spinal Cord

Unit 4: Anatomy and Physiology

Subunit J: Growth and Development

Behavioral Objectives: The student will be able to:

1. Understand the principles of growth and development.
2. Identify the stages of growth and development and normal age ranges for each stage.

Unit 4: Anatomy and Physiology

Subunit K: Medical Terminology

Behavioral Objectives: The student will be able to:

1. Identify three word elements used in medical terms.
2. Know the meaning of common prefixes, suffixes and root words.
3. Know common abbreviations used in health care.

Unit 5: Bed Making and Environmental Comfort

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed
2. Explain the importance bed making has to the comfort of the client.
3. Identify characteristics of a well-made bed.
4. Describe how to make an unoccupied bed:
 - A. that is closed;
 - B. that is open.
5. Demonstrate how to make an occupied bed.
6. List and explain the purpose of the following comfort devices which are added to the bed or to the person: bed cradle, foot board, sheepskin, eggcrate mattress, air mattress, heel/elbow protectors, hand rolls, trochanter rolls and pillows.
7. Identify how temperature, odors, noise and lighting affect comfort of the client.

<u>Vocabulary to Know</u>		
Closed Bed Draw (lifting/turning sheet) Egg crate	Environment Fan-fold Mitered Corner	Occupied Open Bed Trochanter

MANUAL SKILLS RELATED TO THIS UNIT

Closed bed
Occupied bed

Open bed
Surgical bed

Unoccupied bed

Unit 6: Personal Care Procedures

Subunit A: Skin Care

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of skin care.
3. Describe skin problems resulting from immobility.
4. State nursing actions which help in prevention and treatment of pressure areas, decubitus (pressure) ulcers, pruritus and skin rashes.
5. Describe giving a back rub.
6. Describe perineal care.
7. Describe the care of a client wearing prosthetic devices.
8. Describe and demonstrate the procedure for the application of a dry sterile dressing.

<u>Vocabulary to Know</u>			
Bed Cradle	Feces	Lesions	Pruritus
Decubitus, Decubiti	Footboard	Nursing Action	Sheepskin
Egg Crate	Incontinent	Perineal	Special Beds
Excoriation	Infection	Prosthesis	

MANUAL SKILLS RELATED TO THIS UNIT

Application of skin protectors
Dry sterile dressing

Back rub

Perineal care (male & female)

Unit 6: Personal Care Procedures

Subunit B: Oral Hygiene

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Identify frequency and benefits of oral hygiene.
3. Describe safety procedures to use when providing oral care.
4. Describe brushing of teeth and denture care.
5. Explain the importance of examination of the oral cavity.
6. Explain the importance of oral hygiene in unconscious clients.
7. Discuss disorders that indicate the need for frequent oral hygiene.
8. Describe the procedure for oral hygiene of the unconscious client.

Vocabulary to Know

Aspiration
Bridges
Dental Caries

Dentures
Halitosis
Lemon-glycerin swab

Oral Hygiene
Palate
Partial Plate

Stomatitis
Toothette
Unconscious

MANUAL SKILLS RELATED TO THIS UNIT

Brushing teeth

Denture care and cleaning

Oral hygiene for the unconscious person

Unit 6: Personal Care Procedures

Subunit C: Bathing Procedures

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Identify bathing methods.
3. Discuss benefits of bathing.
4. Identify safety measures used during bathing.
5. Describe complete bed bath, tub bath, partial bath and shower. (Whirlpool bath depending on facility policy.)

<u>Vocabulary to Know</u>			
A.M. Care	H.S. Care	Partial Bath	Tub Bath
Canthus	P.M. Care	Shower Chair	Whirlpool
Complete Bed Bath			

~EMPHASIZE SAFETY AND PRIVACY~

MANUAL SKILLS RELATED TO THIS UNIT

Complete bed bath
Tub bath

Partial bath
Whirlpool

Shower

Unit 6: Personal Care Procedures

Subunit D: Dressing and Undressing

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of grooming and dressing properly.
3. Describe how to dress and undress a person with an affected arm and/or leg.
4. Describe how to apply elastic stockings.
5. Identify various types of clothing which could be used for a client who has difficulty dressing and undressing due to disabilities effecting their mobility.
6. Identify assistive (self-help) devices which help disabled clients to dress and undress.

Vocabulary to Know

Assistive Devices
Independent

Intravenous (IV)
Modified Clothing

Paralysis
TED Hose

Velcro

MANUAL SKILLS RELATED TO THIS UNIT

Apply TED (elastic) stockings
Change a gown with an IV in place

Dress and undress client with an affected limb(s)

Unit 6: Personal Care Procedures

Subunit E: Shaving

Behavioral Objectives: The student will be able to:

1. Explain why shaving is important.
2. Identify measures that are practiced when shaving a client.
3. Describe care of mustaches and beards.

MANUAL SKILLS RELATED TO THIS UNIT

Shave a client

Unit 6: Personal Care Procedures

Subunit F: Nail and Hair Care

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of nail and hair care to the client.
3. State situations when the nursing assistant would not be permitted to trim a client's nails.
4. Describe nail and hair care.
5. Describe shampooing hair for a bedfast client.

<u>Vocabulary to Know</u>		
Brittle Nails Circulatory Disorders	Cyanotic Nails Mycotic Nails	Pediculosis Podiatrist

MANUAL SKILLS RELATED TO THIS UNIT

Brushing/combing hair

Nail care

Shampooing hair

- Nail care may be done by nursing assistants with the following exceptions:

**Clients with diabetes,
Clients with compromised circulation,
Clients with thick, mycotic nails, or
Clients receiving anticoagulants.**

Unit 7: Vital Signs

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain why vital signs are measured and identify factors which can affect vital signs.
3. Identify appropriate route for temperature taking with various client populations.
4. Identify normal ranges of oral, rectal, tympanic and axillary body temperatures.
5. Demonstrate accurate use of glass, electronic and disposable thermometers.
6. Identify the sites for taking a pulse and when a site other than the radial is appropriate.
7. Demonstrate how to take an accurate pulse and respiration.
8. Describe "normal" respirations.
9. Identify the "normal" range for adult blood pressure.
10. Describe how to take an accurate blood pressure.
11. Select the correct cuff size for different sized persons.
12. Identify when not to use an arm for a blood pressure.

<u>Vocabulary to Know</u>			
Afebrile	Cheyne-Stokes	Hyperventilation	Rhythm
Antecubital Space	Diastolic (Diastole)	Hypotension	Shock
Apnea	Dyspnea	Hypoventilation	Sphygmomanometer
Bounding	Febrile	Irregular Pulse	Stethoscope
Brachial Artery	Force	Radial Artery	Systolic (systole)
Bradycardia	Hypertension	Rate Tachycardia	Tachypnea
Bradypnea			Thready

MANUAL SKILLS RELATED TO THIS UNIT

Apical pulse
Blood pressure
Rectal temperature

Apical/radial pulse
Oral temperature w/glass thermometer
Respirations

Axillary temperature
Radial pulse
Tympanic temperature

Unit 8: Nutritional Requirements and Techniques

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the food guide pyramid.
3. State symptoms of dehydration.
4. Describe the various special diets that may be ordered for patients and give an example of a diagnosis that may require each of these diets.
5. List dietary practices which are significant to various religions or ethnic groups.
6. Describe preparing, serving and feeding of the client who requires assistance.
7. Discuss thickened liquids for the client with swallowing difficulties.
8. Describe completing the intake and output (I&O) record.
9. Discuss observations of the client receiving intravenous fluids.
10. Discuss observations of the patient receiving tube feedings.
11. Describe assistive devices available to assist patients in eating meals.

Vocabulary to Know

Anorexia
Bulimia
Constipation
Dehydration
Dysphagia

Fluid Restriction
Force Fluids
Gastrostomy
Hyperalimentation
I & O

Intravenous
Nasogastric
Nausea
Obesity

Parenteral Fluids
Regular Diet
Special Diet
Supplemental Fluids

MANUAL SKILLS RELATED TO THIS UNIT

Calculation of dietary intake
Prepare client for a meal

Feeding
Serving meal trays

Measure I & O

Unit 9: Admission and Discharge Procedures

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the admission of a client according to agency policy.
3. Explain discharge of a client according to agency policy. (This may include transfer to another facility or unit.)
4. Describe the proper procedure for measuring height and weight.

<u>Vocabulary to Know</u>			
Call Light	Height	Mode of Transportation	Valuables List
Clothing List	I.D. Bracelet	Orientation	Weight
Facility/Agency Policy	Inventory List	Transfer	

MANUAL SKILLS RELATED TO THIS UNIT

Admission
Vital signs

Discharge

Height and Weight

Unit 10: Exercise and Activity

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe benefits of exercise and activity on each of the body systems.
3. Discuss complications that can occur when a person is confined to bed without exercise.
4. Describe basic range of motion (ROM).
5. Describe principles of safety as they relate to wheelchairs, beds, gurneys, transfers with assistive devices, etc.
6. Describe ways of moving the client up in bed.
7. Describe transferring a client to a wheelchair or chair and the principles of wheelchair safety.
8. Describe transferring a patient to a gurney.
9. Describe positioning clients in the following: supine, prone, side-lying (lateral), Sim's and Fowler's position.
10. Describe ambulating a client with or without the use of assistive devices.
11. Describe how to protect the client and yourself if client should begin to fall while ambulating.
12. Describe application and removal of established prostheses, immobilizers and braces.

Vocabulary to Know

Abduction
Adduction
Active ROM
Ambulate
Body Alignment
Braces

Dangle
Extension
Flexion
Fowler's
Gait Belt

Immobilizers
Lift/Turn Sheet
Log Roll
Passive ROM
Prone

Prostheses
ROM
Semi-Fowler's
Sim's
Supine

MANUAL SKILLS RELATED TO THIS UNIT

Ambulate client without assistive devices and with cane, walker, gait belt
Move client up in bed with/without assistance
Transfer client from bed to gurney and back
Transfer from bed to wheelchair/chair and back with/without assistance
Turn client in bed with/without sheet
Control of client who falls while ambulating
Position client in supine, prone, side-lying, Fowler's and Sim's

Log roll client
Dangle
Basic ROM (passive & active)

Unit 11: Elimination Procedures

Subunit A: Urinary Bladder Elimination

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe and name major structures of the urinary system; briefly explain function of urinary system.
3. Identify normal and abnormal characteristics of urine and usual amounts voided. Identify observations which must be reported to the nurse.
4. Discuss use of bedpans, urinals and commodes.
5. Define urinary incontinence and discuss common reasons why people become incontinent.
6. Describe nursing care required for the incontinent client.
7. Describe perineal care/peri care.
8. Explain the importance of fluids to the urinary system.
9. Describe the different types of catheters. Explain why they are a source of infection.
10. Identify types of urinary drainage bags and describe the application of each.
11. Describe the emptying of a catheter drainage bag and cleansing of tubing.
12. Describe catheter care for male and female.
13. Explain bladder retraining and the role and responsibility of the CNA.
14. Demonstrate recording of output for incontinent clients.
15. Discuss straining urine.
16. Describe the purpose and process of performing a bladder scan.

Vocabulary to Know

Aseptic Technique
 Bedpan
 Catheter:
 external
 Foley
 indwelling
 straight
 suprapubic

Catheter Care
 Commode
 Concentrated
 Urine
 Fracture Pan
 Graduate

Hematuria
 Hydration
 Incontinent
 Kegel Exercise
 Meatus
 Perineum(al)

Sphincter
 Weakness
 Ureter
 Urethra
 Urinal
 Voiding

MANUAL SKILLS RELATED TO THIS UNIT

Placing a client on a bedpan
 Straining urine for kidney stones
 Changing/applying a drainage bag (leg)

Placing a urinal
 Emptying a urinary drainage bag
 Bladder Scan

Perineal Care
 Catheter Care

Unit 11: Elimination Procedures

Subunit B: Bowel Elimination

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe and name the major structures of the digestive system. Explain the function of the digestive system.
3. Identify the normal and abnormal characteristics of feces and which observations must be reported to the nurses.
4. Identify factors that effect bowel elimination including fluids, fiber and exercise. Also include factors that promote comfort and safety during defecation.
5. Describe bowel training and which nursing measures may help a client regain normal bowel function.
6. Explain why the various types of enemas are given and describe the administration of each.
7. Describe colostomy and ileostomy and the types of diseases or injuries necessitating their creation.
8. Describe care of an established colostomy.
9. Describe digital stimulation and why it might be necessary.

<u>Vocabulary to Know</u>			
Appendicitis	Defecation	Feces	Stoma
Bowel Obstruction	Diarrhea	Flatus/Flatulence	Stool
Clay Colored Stools	Diverticulitis	Ileostomy	Suppository
Colectomy	Enema: cleansing	Impaction, fecal	Tarry Stool
Colostomy, established	fleets	Occult Blood	
Constipation	oil retention	Peristalsis	
	soap suds (SSE)		

MANUAL SKILLS RELATED TO THIS UNIT

Giving an enema

Colostomy care, change the pouch

Digital stimulation

Unit 11: Elimination Procedures

Subunit C: Collection of Specimens

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List general rules which apply to the collection of all specimens.
3. Describe the collection of a routine urinalysis and a mid-stream, clean catch urine specimen.
4. Describe the collection of a urine specimen through an indwelling catheter port.
5. Explain the collection of a 24-hour urine specimen.
6. Identify the reasons a stool specimen might be needed.
7. Describe the collection of a routine stool specimen or specimen for occult blood.
8. Explain why stool specimens for ova and parasite (O&P) should be kept warm.

<u>Vocabulary to Know</u>			
C & S Catheterization Clean Catch	Genital Area Hemoccult Test Mid-Stream	Occult Blood Ova and Parasites Penis	Perineum Urinalysis, routine

MANUAL SKILL RELATED TO THIS UNIT

Urine specimen collection
Stool specimen collection

Urine specimen from catheter port using syringe

Unit 12: Procedures for Unsterile Warm and Cold Applications

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the general rules related to the application of heat to a part of the body.
3. List the major effects of the use of heat.
4. Describe the general rules related to the application of cold to a part of the body.
5. List the major effects of the use of cold.
6. State the types of warm applications.
7. State the types of cold applications.
8. List safety factors that need to be considered when administering warm or cold applications.
9. Identify possible complications of warm and cold applications.
10. Describe the steps in application of the following: K-pad, warm compresses/packs and ice pack.
11. Describe how and why a sitz bath is done.

<u>Vocabulary to Know</u>			
Blanching	Dilate	Generalized	Sitz Bath
Constrict	Excoriation	K-pad	Tepid Sponge Bath
Cyanosis	Hypothermia	Localized	

MANUAL SKILLS RELATED TO THIS UNIT

Apply a K-pad (moist or dry warm application)

Apply an ice pack

Unit 13: Rehabilitation of Clients with Special Needs

Behavioral Objectives: The student will be able to:

1. Describe attributes nursing assistants must acquire to work successfully with clients who are physically and/or mentally impaired.
2. Discuss how clients with mental and physical limitations may need assistance in meeting basic human needs.
3. Describe how rehabilitation involves all aspects of the client's life: physical, psychosocial, spiritual, etc.
4. Identify the complications that need to be prevented for rehabilitation to be successful.
5. List actions nursing assistants can use to help a client who has difficulty communicating.
6. List actions a nursing assistant can use to help a client with physical limitations including vision and hearing.
7. Identify the normal anatomical and physiological changes that occur in the elderly.
8. Identify the psychosocial and cognitive changes or adjustments the elderly must make to compensate for the anatomical and physiological changes brought on by aging.

Unit 14: Care of Clients with Nervous System Diseases

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Differentiate between the central nervous system and the peripheral nervous system.
3. Identify and describe the following common disorders involving the nervous system: stroke (CVA), spinal cord injuries, epilepsy, multiple sclerosis and Parkinson's Disease.
4. Discuss nursing actions for clients who have seizures; include important observations to make.

Vocabulary to Know

Aphasia
Alert
Clonic
Coma

Convulsion
CVA
Dysphagia
Hemiplegia

Grand Mal Seizure
Lethargy
Petit Mal Seizure
Quadriplegia

Stupor
Tonic
Tremor

Unit 15: Care of the Client with Diabetes

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed
2. Identify the glands of the endocrine system and describe their basic function.
3. Describe Type I and Type II Diabetes.
4. Describe the ways diabetes is managed/treated through balancing diet, exercise and medication.
5. Describe the symptoms of hyperglycemia and hypoglycemia and the emergency treatment of each.
6. Explain the ADA meal plan and the use of exchange food groups.

<u>Vocabulary to Know</u>			
ADA Diet	Endocrine Gland	Hormone	Insulin Shock
Blood Sugar/Blood Glucose	Fasting Blood Sugar	Hyperglycemia	Ketoacidosis
Clinitest/Acetest	Glucometer	Hypoglycemia	Pancreas
Diabetic Coma	Glucose	Insulin	

Unit 16: Care of Clients with Respiratory Diseases

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the respiratory system and its functions.
3. List signs and symptoms of respiratory distress which need to be reported.
4. Identify safety measures which need to be taken when a client requires oxygen therapy by mask, cannula and trach mist.
5. Discuss nursing measures to care for clients with Chronic Obstructive Pulmonary Disease and pneumonia.
6. Discuss nursing measures (including isolation) to care for clients with tuberculosis.
7. State reasons for collection of sputum specimens.
8. Describe steps of sputum collection including client instructions.
9. Describe reasons for using pulse oximetry.
10. Describe and demonstrate process for oxygen flow rate adjustment.

<u>Vocabulary to Know</u>		
Alveolus/Alveoli	Diaphragm	Postural Drainage
Apnea	Dyspnea	Sputum
Bronchi	Expectorate	Trachea
Carbon Dioxide (CO ₂)	Oxygen (O ₂)	
Chronic Obstructive Pulmonary Disease (COPD)	Oxygen Saturation (O ₂ sat)	

MANUAL SKILLS RELATED TO THIS UNIT

Converting oxygen tubing from wall meter or concentrator to a portable tank
Collection of sputum specimens
Placement of the pulse oximetry probe
Adjusting oxygen flow rate

Unit 17: Care of Clients with Cognitive Impairment

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe various reactions seen in ill people: anger, confusion, depression, withdrawal, etc.
3. Define confusion and dementia.
4. Identify contributing causes of confusion and dementia.
5. Describe Alzheimer's disease and the stages an afflicted client experiences.
6. Describe the impact which cognitive impairments have on family members.
7. Describe nursing actions when caring for a client with dementia and one who may also be combative.
8. Develop a plan of reality orientation which can be used when working with a confused person.
9. Discuss the role of the nursing assistant in preventing and reporting elder abuse.
10. Recognize and develop a plan of how to cope/deal effectively with cognitively impaired clients.

Vocabulary to Know

Alzheimer's Disease

Confusion

Dementia

MANUAL SKILLS RELATED TO THIS UNIT

Reality orientation

Unit 18: Care of Clients Who are Grieving, Dying or Deceased

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the rights of a dying client. Include quality of life issues, the Patient Self-Determination Act of 1990 and Do Not Resuscitate orders.
3. Describe the stages of the grieving process.
4. Describe a hospice program.
5. Describe signs and symptoms of approaching death and death itself.
6. Describe ways to meet the physical needs of the dying client.
7. Describe ways to meet the dying client's psychological, social and spiritual needs while respecting cultural and religious differences.
8. Describe post-mortem care.
9. Describe signs and symptoms of mental health conditions.
10. Describe suicide prevention measures.

<u>Vocabulary to Know</u>			
Advance Directive	Bargaining	Hospice	Post-mortem
Acceptance	Cheyne-Stokes	Mental Health	Rigor Mortis
Anger	Depression	Mottled Skin	Suicide
Apnea	Denial		

MANUAL SKILLS RELATED TO THIS UNIT

Post-mortem care