

STRANDS AND STANDARDS

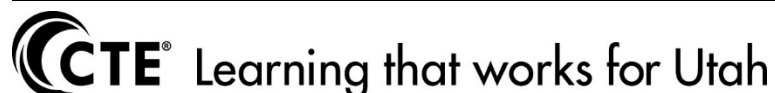
NURSE ASSISTANT



Course Description

An educational program that prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of a registered nurse or licensed practical nurse.

Intended Grade Level	11-12
Units of Credit	0.5-1.0
Core Code	36.01.00.00.190
Concurrent Enrollment Core Code	36.01.00.13.190
Prerequisite	N/A
Skill Certification Test Number	State CNA Certification
Test Weight	1.0
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Nurse Assisting
Endorsement 2	N/A
Endorsement 3	N/A



STRAND 1

Certification-Students will describe the process for certification as a CNA.

Standard 1

Discuss laws and regulations that govern the work and certification of nurse assistants.

Standard 2

Abuse registry.

Standard 3

Explore the job duties of a nurse assistant.

Standard 4

Nursing Assistant Code of Ethics.

Standard 5

Scope of Responsibility.

STRAND 2

Orientation-Students will understand how their role fits into the overall health care environment.

Standard 1

Explain the purpose of various health care organizations.

Standard 2

Identify the members of the health care and nursing teams.

Standard 3

Identify the requirements of a CNA.

Standard 4

Identify ethical and legal practices in health care.

Standard 5

Describe the patient/resident bill of rights.

Standard 6

Demonstrate the following skills:

- Verbalizes resident's rights
- Verbalizes signs of abuse

STRAND 3

Communication-Students will understand the various methods of giving and obtaining information.

Standard 1

Describe verbal and non-verbal forms of communication.

Standard 2

Identify information gathering techniques.

Standard 3

Discuss how and when to report observations.

Standard 4

Identify the procedures and rules related to documentation.

Standard 5

Performance Skills

Demonstrate the following skills:

- Ability to converse with residents
- Give verbal report
- Ability to document/chart correctly
- Gives signs of declining condition

STRAND 4

Infection Control-Students will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Standard 1

Explain the relationship between microorganisms and infections.

Standard 2

List how microorganisms are spread.

Standard 3

Explain the body's defenses against infection.

Standard 4

Explain standard (universal) precautions and transmission-based precautions.

Standard 5

Recognize sterile and non-sterile items and situations.

Standard 6

Explain the principle of asepsis.

Standard 7

Explain personal and environment infection control measures.

Standard 8

Understand the role of OSHA related to infection control.

Standard 9

Demonstrate the following skills:

- Hand washing-no hand sanitizer to be used after peri-care or bedpan use
- Gloving
- Put on and remove personal protective equipment (PPE)
- Standard (universal) precautions
- Transmission-based (isolation) precautions

Standard 10

Diseases and Conditions:

- Acquired immunodeficiency syndrome (AIDS)
- Human immunodeficiency virus (HIV)
- Hepatitis
- Tuberculosis (TB)

STRAND 5

Basic Safety/Emergencies-Students will understand the existing and potential hazards to clients, coworkers, and self.

Standard 1

Identify safety measures that should be used for patient/resident care.

Standard 2

List fire prevention rules and steps to follow if a fire occurs.

Standard 3

Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.

Standard 4

Describe symptoms and treatment of a foreign body airway obstruction.

Standard 5

Differentiate between life threatening and non-life-threatening emergencies.

Standard 6

List beginning and ending procedure actions to provide when providing care.

Standard 7

Identify rules and processes related to restraints.

Standard 8

Demonstrate the following skills:

- Proper body mechanics
- Care of patients/residents who fall
- Safety/emergency procedures, including abdominal thrusts (Heimlich maneuver)
- Application of chest/vest, limb, pelvic, and waist restraints

Standard 9

Diseases and Conditions:

- Aspiration
- Cardiac arrest
- Respiratory arrest
- Respiratory distress

STRAND 6

Body Mechanics/Ergonomics and Assisting the Patient with Mobility-Students will understand the principles related to patient mobility.

Standard 1

Describe the principles of body mechanics and transferring.

Standard 2

Describe the principles of positioning and resident placement.

Standard 3

Explain the importance of preventing the complications of immobility.

Standard 4

Identify the principles of ambulation and use of assistive devices.

Standard 5

Describe how a Certified Nurse Assistant can recognize and report pain.

Standard 6

Performance Skills

Demonstrate the following skills:

- Moving and positioning residents
- Assisting residents to move to the head of the bed
- Assist residents to move to the head of the bed using lift/draw sheet and assistant
- Moving a resident to one side of the bed
- Turning a resident away from you
- Logrolling a resident using a draw sheet
- Assisting a resident to edge of bed to dangle
- Proper use of the gait belt

- Transferring a resident from a bed to wheelchair or wheelchair to the toilet
- Using a mechanical lift
- Ambulate a blind resident
- Assist a resident with a walker or cane
- Demonstrate and verbalize Range of Motion (ROM) exercises
- Pressure ulcer prevention
- Pain assessment using pain scale
- Positions:
 - Lateral
 - Supine
 - Prone
 - Semi-prone/Sim's Enema
 - Semi-Fowlers
 - Fowlers
 - High-Fowlers
 - Trendelenburg
 - Reverse Trendelenburg
 - Lithotomy
 - Proper wheelchair/sitting position

Standard 7

Diseases and Conditions:

- Atrophy
- Blood clot
- Contractures
- Decubitus (pressure) ulcer
- Pneumonia

STRAND 7

The Patient's/Resident's Environment-Students will understand the impact they have on providing a quality patient environment.

Standard 1

Explain how a CNA can make a patient/resident's environment comfortable, safe, and clean.

Standard 2

Explain proper placement and answering of call lights.

Standard 3

Describe the general furniture/equipment and its proper use.

Standard 4

Explain the general guidelines of making a bed.

Standard 5

Understand the process of admitting, discharging, and transferring a patient/resident.

Standard 6

Performance Skills

Demonstrate the following skills:

- Bed making
 - Occupied: complete/foundation change only
- Call light placement
- Weight-standing scale only
- Height-standing or supine
- Wheelchair height
- Know placement of footboard/cradle

STRAND 8

Basic Human Needs-Students will recognize that all human beings share common needs.

Standard 1

Identify basic needs for maintaining life and mental well-being.

Standard 2

Recognize physical, mental, psychosocial, and sexuality needs of the elderly.

Standard 3

Recognize, understand, and respect a patient's/resident's need for cultural, religion, and individual beliefs.

Standard 4

Demonstrate the following skill:

- Verbalize how to promote resident independence

STRAND 9

Measuring Vital Signs-Students will collect baseline information and compare it to normal values.

Standard 1

List factors which can affect vital signs.

Standard 2

State normal ranges for vital signs.

Standard 3

Understand the CNA's role in the use of oxygen.

Standard 4

Performance Skills

Demonstrate the following skills:

- Measure and read oral & rectal glass, electronic, and digital thermometers
- Measure tympanic temperature
- Measure:
 - Radial pulse
 - Apical pulse
 - Respirations
 - Blood pressure (standing and sitting)
 - Blood pressure pulse obliteration

Standard 5

Diseases and Conditions:

- Hypertension
- Hypotension

STRAND 10

Hygiene and Grooming-Students will discuss the importance of bathing, oral care, skin care, and personal grooming.

Standard 1

Explain the importance of cleanliness, good hygiene, and grooming.

Standard 2

Describe the general rules related to bathing patients and the observations to make.

Standard 3

Identify the safety precautions for patients taking tub baths or showers.

Standard 4

Identify the purposes of perineal care.

Standard 5

Describe the principles of skin care.

Standard 6

Identify the purposes of a back massage.

Standard 7

Explain the importance of oral hygiene and list the observations to report.

Standard 8

Explain the importance of hair care, shaving, nail, and foot care.

Standard 9

Performance Skills

Demonstrate the following skills:

- Baths:
 - Complete bed bath
 - Partial bed bath
 - Tub bath
 - Shower
 - Sitz bath
- Back rub/massage
- Perineal care
 - Male
 - Female
- Hair care/shampoo
 - Bed
 - Tub
 - Sink
- Mouth care
 - Dentures
 - Natural teeth
 - Unconscious patient/resident with aspiration precautions
- Shaving
 - Electric
 - Safety/blade
- AM care
- HS/PM care (bedtime)
- Nail care/foot care
- Dressing/undressing patient/resident

STRAND 11

Standard Nutrition-Students will understand the goals of following a diet that provides your body with a balanced amount of the essential nutrients.

Standard 1

To safely serve residents meals.

Standard 2

To understand MyPlate and its importance.

Standard 3

To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions.

Standard 4

To learn the different types of textures resident's require for their meals.

Standard 5

To understand why to thicken liquids, the types of thickening and who makes the order to thicken liquids.

Standard 6

To be able to convert ounces to cc/mls.

Standard 7

To record intake by percentage and fluid amount and its importance.

Standard 8

Demonstrate the following skills:

- Position resident and serve a meal tray
- Assist resident at mealtime
- Feed a resident a complete meal
- Feed a resident with swallowing difficulties
- Estimate the amount of solid food eaten
- Measure and record fluid intake
- Convert ounces to milliliters/cubic centimeters

Standard 9

Diseases and Conditions:

- Aspiration
- Dysphagia

STRAND 12

Elimination-Students will understand procedures and processes related to human elimination.

Standard 1

Identify basic structures and functions of the urinary and digestive system.

Standard 2

Define terminology related to elimination.

Standard 3

Demonstrate ability to perform the skills outlined.

Standard 4

Promote resident independence and safety.

Standard 5

Respect resident's rights.

Standard 6

Demonstrate the following skills:

- Position Foley catheter/bag/tubing
- Empty down drainage bag and measure/record urine output
- Assist with a bedpan/fracture pan
- Collect a stool specimen
- Assist male residents with urinals
- Place and care for bedpan correctly
- Assist resident with bedside commode/to bathroom
- Empty, position, and provide catheter care
- Discard, change the down drain and document
- Measure output correctly using graduated container
- Ostomy care
- Knowledge of and care for resident needing an enema
- Specimen collection:
 - Simple urinalysis
 - Simple stool
 - Clean catch/midstream

Standard 7

Diseases and Conditions:

- Bowel obstruction
- Colon cancer
- Dialysis
- Diarrhea
- Fecal impaction
- Hemorrhoids
- Incontinence
- Kidney failure
- Kidney stone
- Urinary Tract Infection (UTI)

STRAND 13

Body Systems-Students will describe basic anatomy and physiology of specific body systems in addition to basic pathophysiology and modifications of care.

Standard 1

Know the definitions of the key terms listed in each body system module.

Standard 2

Explain the basic structures and function of each system.

Standard 3

Describe basic diseases of each system.

Standard 4

Describe any changes to report to the nurse.

Standard 5

Common Diseases and Conditions related to specific systems.

STRAND 14

Cognitive Impairment and Mental Illness-students will discuss principles to follow when caring for cognitively altered conditions and mentally ill patients.

Standard 1

Identify general principles to follow in caring for cognitively altered and mentally ill residents.

Standard 2

Define ways to modify care when caring for cognitively altered and mentally ill residents.

Standard 3

Define the role of social services.

STRAND 15

Rehabilitation and Restorative Care-Students will understand the goals of rehabilitation and restorative care.

Standard 1

Describe how rehabilitation involves the whole person.

Standard 2

Identify restorative care.

Standard 3

List the common rehabilitation services.

Standard 4

Explain how to promote quality of life.

Standard 5

Performance Skills

Demonstrate the following skills:

- Apply cold pack or warm compress
- Application of anti-embolism stockings (ted hose), thigh and knee high
- Verbalize active range of motion of lower and upper extremities
- Perform passive range of motion exercises

STRAND 16

Death and Dying-Students will describe the needs and care of a dying patient.

Standard 1

Identify the needs of the dying resident.

Standard 2

List and define the five stages of Kubler-Ross's grieving process.

Standard 3

Describe death with dignity.

Standard 4

Identify physical care of the dying patient.

Standard 5

Perform post mortem care.

Standard 6

Demonstrate the following skills:

- Post mortem care
- Observation for changes in death and dying
- Give signs of declining condition