

**Passaic County Technical Institute
Wayne, New Jersey**

Nurse Assisting Curriculum

May, 2009
Nurse Assisting

NURSE ASSISTING

I. Description

Nurse Assisting is a half-year course within the Medical Assisting program which prepares the student to take the two-part State Department of Health Nurse Aide in Long Term Care Examination. Students are required to complete the 90-hour training program with a 50-hour classroom component and a 40-hour clinical experience in order to be eligible for the certification exam. Within this experience, the student will learn in excess of 25-hands-on clinical skills that will enable them to give basic care to ill elderly residents in a nursing home. Respect of a resident's right to privacy, dignity, and independence, promotion of a resident's safety, and strict adherence to the practice of universal precautions are integral components of each objective in this curriculum. Successful completion of the program coupled with successful completion of the two-part examination will prepare the student for employment in a long term care facility.

Job outlook: Nurse assistants support the efforts of nurses in hospitals, clinics, retirement homes, special care units and in the homes of patients.

They can expect to see increasing job opportunities as the population ages and health facilities require additional support in providing care to their elderly patients.

The Bureau of Labor Statistics reports that career opportunities for certified nurse assistants is expected to grow nearly 30% by the year 2016.

II. Objectives

A. The Long-Term Care Facility:

The student will be able to:

1. discuss the role of government in long-term care facilities. S9.2.8C
2. define the job description of a nurse aide within the long-term care facility. S9.2.12B
3. discuss the purpose of the LTCF. S9.2.8C
4. differentiate between long-term care, acute care, hospice, and home care. S9.2.8A

B. The Basic Needs of a Long-term Care Resident:

The student will be able to:

1. differentiate between the long-term patient client, and the resident. S9.2.8C
2. discuss independence and choice versus dependence and lack of choice. S9.2.8A
3. define and discuss the need for privacy S9.2.8D
4. describe losses experienced by long-term residents. S9.2.8D
5. discuss how to provide physical and emotional assistance during transfer of a resident to a new location. S9.2.8C

C. Protection and Use of Medical Information and Residents Rights:

The student will be able to:

1. define, discuss, and use the residents plan of care. S9.2.12A
2. define and list at least 12 rights of residents in LTC. S9.2.12A
3. define abuse and state to whom to report abuse of a LTC resident. S9.2.12F
4. discuss how to protect resident belongings. S9.2.12F
5. define confidentiality and discuss what should remain confidential. S9.2.12F

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D. Communication with Residents:

The student will be able to:

1. define communication and demonstrate verbal and non-verbal means of communication. S9.2.12C
2. demonstrate communication skills with residents who are visually impaired. S9.2.12C
3. discuss and demonstrate proper care of eye glasses. S9.2.12D

E. Communication with Residents: (*continued*)

4. demonstrate communication skills with the residents who are hearing impaired. S9.2.12C
5. discuss and demonstrate proper care of hearing aids. S9.2.12A
6. discuss and demonstrate skill in communicating with residents with impaired speech. S9.2.12C

F. Infection Control:

The student will be able to:

1. describe methods of infection control and to demonstrate proper hand- washing. S9.2.8F
2. discuss effective ways to prevent the spread of infectious diseases. S9.2.8F
3. demonstrate proper precautions for various infectious diseases. S9.2.8F
4. discuss the importance of sanitation and cleanliness in a LTCF. S9.2.8F
5. describe the responsibilities of the house-keeping and maintenance staff in keeping the environment safe, sanitary, and in an orderly state. S9.2.8F
6. demonstrate the proper technique for cleaning and storing various resident care equipment. S9.2.8F

G. Environmental Needs of the LTC Resident:

The student will be able to:

1. describe four ways of adjusting the physical environment for the comfort, health, safety, and enjoyment of the resident. S9.2.8F
2. define and list two methods to prevent hypothermia. S9.2.8F
3. define and list two methods to prevent hyperthermia. S9.2.8F
4. identify the contents of a resident unit S9.2.8F
5. make an unoccupied bed. S9.2.8F

H. Safety Awareness and Accident Prevention:

The student will be able to:

1. define safety and discuss three rules of safety to prevent accidents from happening. S9.2.8F
2. identify safety hazards in a LTCF S9.2.8F
3. state three accidents that the elderly commonly experience. S9.2.12F
4. describe how each accident may be avoided. S9.2.12F
5. discuss the need for adequate supervision and the use of assistive devices in an accident prevention plan. S9.2.12F
6. demonstrate methods of protecting residents from injury. S9.2.12F
7. demonstrate skill in the use of protective devices. S9.2.12F
8. demonstrate skill in the use of transfer belt. 9.2.12F
9. discuss why physical restraint use should be avoided whenever possible. S9.2.12F
10. discuss how to meet a resident's needs without the use of restraints. S9.2.12F
11. explain the need for following a fire disaster plan. S9.2.8F
12. list safety rules to prevent fires. S9.2.8F

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13. discuss and describe the proper use of a fire extinguisher. S9.2.8F
14. list at least three types of disaster. S9.2.8F
15. verbalize proper procedures to be followed in case of a disaster. S9.2.8F
16. perform selected lifesaving carries for non-ambulatory residents. S9.2.12F
17. discuss different types of emergencies and state what to do in response to each one. S9.2.12F

I. The Psychosocial Needs of the Resident:

The student will be able to:

1. Discuss at least three factors, which influence the resident's behavior. S9.2.12A
2. Discuss the behavior of residents as they relate to age-related changes. S9.2.12A
3. Describe ways that staff can meet the resident's need for approval, acceptance, recognition, respect, and self-esteem. S9.2.12A
4. Identify that subtle behavioral changes may disguise a resident's real needs. S9.2.12A
5. Discuss how aging affects each person differently. S9.2.12A
6. Identify the emotional needs of a LTCF resident. S9.2.12A
7. Explain why residents may behave as they do to express their emotional needs. S9.2.12C
8. Identify types of behavioral changes. S9.2.12C
9. Identify feelings, which residents and/or family members may experience. S9.2.12C
10. Demonstrate a non-judgmental approach to resident/family interactions. S9.2.12A
11. Describe the losses experienced by a resident in a LTCF. S9.2.12B
12. Discuss important considerations when providing care to a resident with Alzheimer's disease. S9.2.12B
13. Identify three behaviors which resident's dementia exhibits. S9.2.12B
14. Identify methods to decrease agitated behavior in a resident. S9.2.12B
15. Demonstrate skills for communicating with confused or disoriented residents by selecting the proper communication method. S9.2.12C
16. Discuss the need for reality orientation and reminiscence for the LTC resident. S9.2.12C
17. Demonstrate basic skills in reality orientation techniques. S9.2.12C

J. The Physical Needs of the Resident:

The student will be able to:

1. Lift, move, and transfer a resident according to the plan of care. S9.2.12D
2. Discuss the importance of a team approach to rehabilitation. S9.2.12F
3. Assist the resident to move up in bed. S9.2.12F
4. Assist to ambulate at least 50 feet. S9.2.12F
5. Transfer a resident using a mechanical lift. S9.2.12F
6. List at least two assistive devices. S9.2.12F
7. Safely assist a resident to use a walker or cane. S9.2.12F
8. Safely assist a resident who uses a wheelchair. S9.2.12F
9. Discuss the care of an artificial body part. S9.2.12F
10. Perform exercise programs according to the plan of care. S9.2.12F
11. Describe the physical and emotional benefit of bathing. S9.2.12B
12. State the proper water temperature for bathing residents. S9.2.12B
13. Give a complete bed bath to a resident. S9.2.12B
14. Make an occupied bed. S9.2.12B
15. Give a tub bath or shower. S9.2.12B

The student will be able to:

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16. Give a back rub. S9.2.12B
17. Explain the importance of observing and reporting physical changes in a resident to the licensed nurse. S9.2.12A
18. Describe the physical changes that should be noted and reported. S9.2.12A
19. Distinguish between objective and subjective observations. S9.2.12A
20. List three examples of objective observations. S9.2.12A
21. List three examples of subjective observations. S9.2.12A
22. Explain the purpose of hand and foot cares. S9.2.12B
23. Provide a resident with foot care. S9.2.12B
24. Groom a resident's fingernails with proper equipment. S9.2.12F
25. Identify at least two purposes of skin care. S9.2.12F
26. Provide effective skin care. S9.2.12F
27. Properly apply incontinent briefs S9.2.12F
28. Discuss the importance of keeping an incontinent resident clean and dry. S9.2.12F
29. List at least three possible causes and signs of pressure sores. S9.2.12F
30. Identify the possible sites on the body where pressure sores may develop. S9.2.12F
31. Identify the four stages of pressure sores. S9.2.12F
32. Discuss the prevention of pressure sores. S9.2.12F
33. Define and give peri-neal care. S9.2.12F
34. Dress and undress a resident showing consideration for preference and physical condition of the resident. S9.2.12B
34. State the purpose of mouth care. S9.2.12F
35. Assist or give appropriate mouth care based on the plan of care. S9.2.12F
36. Demonstrate denture care. S9.2.12B
37. Explain the reasons for hair care. S9.2.12B
38. Demonstrate proper positioning for the elderly when shampooing the hair. S9.2.12F
38. Give daily hair care including combing, brushing, and shampooing as needed. S9.2.12A
39. Use an electric or safety razor to shave a resident. S9.2.12F
40. Shave a resident and/or provide beard care. S9.2.12F
41. Demonstrate skill in giving either morning or evening care to a resident. S9.2.12F
42. Discuss the purposes and characteristics of both rest and sleep. S9.2.12F
43. Define sleep and sleep disorders. S9.2.12F
44. Discuss the importance of fluids in the body. S9.2.12F
45. Identify at least two signs of dehydration. S9.2.12F
46. Serve fluids to a resident, practicing infection control. S9.2.12F
47. Accurately measure, record, and report fluid intake. S9.2.12F
48. Discuss causes of common cardiovascular and respiratory disorders. S9.2.12A
49. Discuss the value at knowing the body temperature. S9.2.12F
50. Take a resident's temperature, safely and read and record the temperature within a +/- 0.2 degrees of the instructor's reading, utilizing a non-mercury clinical thermometer by oral, rectal, and axillary route. S9.2.12F
51. Locate and count a resident's radial pulse rate within +/- 4 beats per minute of the instructor's reading. S9.2.12F
52. Count and record a resident's respirations within +/- 2 breaths per minute of the instructor's reading. S9.2.12F
54. Discuss the functions and products of the digestive system. S9.2.12F
55. Discuss causes of common gastrointestinal disorders. S9.2.12F

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56. List the seven warning signs of cancer. S9.2.12A
57. Identify abnormal characteristics of stool. S9.2.12A
58. Assist a resident with functions of elimination, including use of bathroom and bedpan. S9.2.12C
59. Safely and comfortably assist a resident to use the bedpan. S9.2.12F
60. Identify the relationship between weight and height. S9.2.12a
61. Weigh within +/- 2 lb. of the instructor's reading. S9.2.12F
62. Measure and record the height of a resident while standing and while in bed. S9.2.12F
63. Describe a well-balanced diet, discussing the body's need for the basic food pyramid. S9.2.12B
64. Discuss why a resident may require a modified therapeutic diet. S9.2.12A
65. Identify specific modified therapeutic diet coding used by the dietary department. S9.2.12A
66. Discuss the responsibilities of a nurse aide when giving care to a resident receiving a special feeding. S9.2.1212B
67. Discuss the responsibilities of a nurse aide when serving and feeding residents. S9.2.12B
68. Calculate the percentage of food eaten by a resident. S9.2.12A
69. Report changes in a resident's eating and/or swallowing patterning. S9.2.12F
70. Feed a resident who is eating-impaired in a safe and caring manner. S9.2.12F
71. Promote maximum independence in dining. S9.2.12B
72. Discuss how the enjoyment of eating is affected by the environment and surrounding
73. Atmosphere. S9.2.1212c
74. Discuss major disorders of the endocrine system. S9.2.12A
75. Discuss the major disorders of the urinary system. S9.2.12A
76. Describe the general functions and products of the urinary system. S9.2.12A
77. Measure the contents of a bedpan or urinal and record the results within +/- 25cc of the instructor's reading. S9.2.12A
78. Discuss the emotional implications of incontinence. S9.2.12A
79. Demonstrate skill in proper collection of urine specimens. S9.2.12A
80. Care for a resident with a urinary catheter demonstrating precautions for control of infection, injury, or distention. S9.2.12A
81. Measure and record the contents of the indwelling catheter drainage bag within +/- 25cc's of the instructor's reading. S9.2.12A
82. Describe bowel and bladder retraining. S9.2.12A
83. Discuss major disorders of the musculoskeletal system. S9.2.12A
84. Describe the care of a resident with a cast/splint. S9.2.12A
85. Describe use of bed cradle. S9.2.12A
86. Perform exercise programs according to the plan of care. S9.2.12A
87. Discuss major disorders that can occur in the neurological system. S9.2.12A
88. Discuss the care of a resident who uses a brace. S9.2.1212F
89. Discuss major disorders that can occur in the reproductive system. S9.2.12A
90. Discuss misconceptions and myths about aging and sexuality. S9.2.1212A

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K. Spiritual, Recreational, and Activity Needs of the LTC Resident:

The student will be able to:

1. Discuss how unmet social needs may create changes in the behavior and mood of a resident. S9.2.12C
2. Discuss the types and ranges of activities in which a resident may participate. S9.2.12F
3. Participate in recreational activities. S9.2.12F
4. Prepare a resident for transport. S9.2.12F
5. Discuss different spiritual needs. S9.2.12D
6. Discuss different religious beliefs. S9.2.12D
7. Assist a resident to satisfy his/her religious needs. S9.2.12D
8. Discuss the concept of dying with dignity. S9.2.12D
9. Discuss how to meet the physical and emotional needs of the dying resident. S9.2.12D
10. Discuss the goals of hospice care. S9.2.12D
11. Describe the emotional stages of grieving. S9.2.12D
12. Discuss the care of the terminally ill resident. S9.2.12D
13. Describe the signs of approaching death. S9.2.12D
14. Discuss the preparation of a deceased resident. S9.2.12D

L. The Certification Process:

The student will be able to:

1. Define certification. S9.2.12B
2. Describe the two parts of the certification exam. S9.2.12B
3. Practice and prepare to take the skills exam. S9.2.12B
4. Practice and prepare for the written/oral exam. S9.2.12B
5. Discuss the consequences of reporting late for the written/oral exam. S9.2.12B
6. Discuss the procedure necessary to pay for the exam. S9.2.12E
7. Discuss the procedure necessary to repeat the skills exam should the student fail the exam. S9.2.12B
8. Discuss the procedure necessary to repeat the written/oral exam should the student fail the exam. S9.2.12B
9. Discuss the recertification process. S9.2.12B
10. Discuss securing their certificate. S9.2.12B

M. Employment in a Long-Term Care Facility:

The student will be able to:

1. Discuss how to successfully interview for a job. S9.2.12B
2. Describe how to appropriately dress for an interview. S9.2.12B
3. Discuss the importance of hygiene and dress on the job. S9.2.12B
4. Discuss the need to continue one's education throughout one's career. S9.2.12B

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N. HOSA and the Nursing Assistant:

The student will be able to:

1. Define HOSA and state its purpose. S9.2.12D
2. State benefits of membership. S9.2.12D
3. List three areas of interest to a HOSA member. S9.2.12D
4. Describe the competitive events process. S9.2.12D
5. Define and discuss leadership. S9.2.12D
6. State three ways in which HOSA ideals prepare the student for the workforce. S9.2.12D

III. Textbooks and Instructional Materials:

Assisting in Long-Term Care, Fifth Edition 2007

Barbara Hegner; Mary Jo Mirlenbrink Gerlach

Delmar Cengage Publishers, Inc.

ISBN 9781401899547

Student Workbook to accompany *Assisting in Long-Term Care, Fifth Edition 2007*

ISBN 9781401899554

HOSA Criteria, Nurse Assisting, (current year)

Department of Health and Senior Services skills, (current year)

IV. Teaching Strategies:

Various teaching methods are utilized in this course. Meaningful instruction will be given utilizing readings from the text and handouts coupled with written assignments. A journal of experiences in the clinical area will be kept by the student to allow and encourage the student to explore their feelings related to the clinical experience. Teacher demonstration of hands-on skills with student return demonstration of same will be done in the classroom. Clinical practice, under the direct supervision of a Registered Nurse Instructor, in a Long-Term Care Facility will complete the learning experience.

V. Course Outline:

A. The Long-Term Care Facility:

1. Name the state and federal authorities in LTC.
2. Identify job duties of a nurse aide in LTC.
3. State the purpose of long-term care.
4. State the differences in long-term care versus acute care.

B. The Basic Needs of the Nursing Home Resident:

1. Identify independence and choice.
2. Define privacy.
3. Describe losses experienced by LTC residents.
4. Discuss physical and emotional losses.

C. Protection of Medical Information and Resident Rights:

1. Define and discuss the resident plan of care.
2. Define and list 12 resident rights.
3. Define abuse and state to whom to report abuse.
4. Discuss how to protect belongings.
5. Define confidentiality.

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D. Communications with Residents:

1. Define communication and demonstrate verbal and non-verbal communication.
2. Communicate with visually impaired residents.
3. Demonstrate care of eyeglasses.
4. Communicate with hearing-impaired residents.
5. Demonstrate care of hearing aid.
6. Communicate with resident with speech impairment.

E. Infection Control:

1. Demonstrate proper hand-washing.
2. Discuss how to prevent the spread of infection.
3. Demonstrate proper precautions to prevent the spread of infectious disease.
4. Discuss sanitation and cleanliness in a LTCF.
5. Describe responsibilities of housekeeping and maintenance staff.
6. Clean and store resident care equipment.

F. Environmental Needs of the LTC Resident:

1. Describe four methods of adjusting the physical environment of the LTCF.
2. Define and state two ways to prevent hypothermia.
3. Define and state two ways to prevent hyperthermia.
4. Identify the contents of a resident unit.
5. Make an unoccupied bed.

G. Safety Awareness and Accident Prevention:

1. Define safety and discuss three rules of safety.
2. Identify safety hazards in a LTCF.
3. State three incidents common to elderly persons.
4. Describe how to avoid common accidents.
5. Discuss the need for supervision and the use of assistive devices to prevent accidents.
6. Demonstrate methods of protecting residents from injury.
7. Demonstrate the use of protective devices.
8. Demonstrate skill in use of transfer belt.
9. Discuss physical restraints and why they should be used as a last resort.
10. Discuss how to meet residents' needs without the use of restraints.
11. Explain the need for a fire and disaster plan.
12. List safety rules to prevent fires.
13. Discuss and describe proper use of a fire extinguisher.
14. List at least three types of disasters.
15. Verbalize proper procedures to follow in a disaster situation.
16. Perform lifesaving carries for a non-ambulatory resident.
17. Discuss different emergencies and what to do in response to each.

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H. The Psychosocial Needs of the Resident:

1. Discuss three factors that influence behavior.
2. Discuss how age-related changes alter behavior.
3. Meet the resident's need for approval, acceptance, recognition, respect, and self-esteem.
4. Identify behavior changes that may disguise a resident's real needs.
5. Discuss how aging affects each person differently.
6. Identify emotional needs of LTC Residents.
7. Explain why residents behave as they do.
8. Identify feelings expressed by residents and/or their families.
9. Demonstrate losses common to LTC residents.
10. Discuss the care of residents with Alzheimer's disease.
11. Identify behaviors common to dementia residents.
12. Identify methods to decrease agitation.
13. Select proper communication methods for confused and disoriented persons.
14. Define and discuss reality orientation and reminiscence therapy.
15. Demonstrate basic skill in the use of reality orientation.

I. The Physical Needs of the Resident:

1. Lift, move, and transfer a resident.
2. Discuss the health care teams approach to rehabilitation.
3. Assist a resident to move up in bed.
4. Assist a resident to ambulate 50 feet.
5. Transfer a resident using a mechanical lift.
6. List two assistive devices.
7. Assist a resident to safely using a walker or cane.
8. Assist a resident to safely use a wheelchair.
9. Define and discuss the use of an artificial body part.
10. Perform an exercise program within the plan of care.
11. Describe the physical and emotional benefits of bathing.
12. State the maximum allowable temperature, and measure bath water temperature.
13. Give a complete bed bath.
14. Make an occupied bed.
15. Give a tub bath or shower.
16. Give a back rub.
17. State importance of observing and reporting physical changes.
18. Describe physical changes that should be noted and reported.
19. Differentiate between objective and subjective observations.
20. List three examples of objective observation.
21. List three examples of subjective observation.
22. Explain the purpose of hand and foot care.
23. Provide foot care.
24. Groom a resident's fingernails
25. Identify two purposes of skin care.
26. Provide effective skin care.
27. Properly apply a incontinent brief.
28. Discuss the importance of keeping an incontinent resident clean and dry.
29. List three causes and signs of pressure sores.

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30. Identify sites on the body where pressure sores might develop.
31. Identify the four stages of pressure sores.
32. Discuss the prevention of pressure sores.
33. Define and give peri-neal care.
34. Dress and undress a resident with consideration for preference and physical condition.
35. State the purpose of mouth care.
36. Give mouth care according to the plan of care.
37. Demonstrate denture care.
38. Explain reasons for hair care.
39. Demonstrate proper positioning for the elderly when shampooing hair.
40. Give daily hair care including combing, brushing, and shampooing.
41. Use an electric or safety razor to shave a resident.
42. Shave a resident or provide beard care.
43. Give morning or evening care to a resident.
44. Discuss the purposes and characteristics of rest and sleep.
45. Define sleep and sleep disorders.
46. Discuss the importance of fluids in the body.
47. Identify two signs of dehydration.
48. Practice infection control while serving fluids.
49. Accurately measure, record, and report fluid intake.
50. Discuss common causes of cardiovascular and respiratory disorders.
51. Discuss the value of knowing body temperature.
52. Take a resident's temperature orally, rectally, and by axilla using a non-mercury clinical Thermometer and measure the results within +/- 0.2 degrees of the instructor's reading. Record and report the results.
53. Locate and count a resident's radial pulse rate within +/- 4 beats per minute of the instructor's reading; record and report the results.
54. Count, record, and report a resident's respirations within +/- 2 breaths per minute of the instructor's reading.
55. Discuss the functions and products of the digestive system.
56. Discuss common causes of gastrointestinal disorders.
57. List the seven warning signs of cancer.
58. Identify abnormal characteristics of stool.
59. Assist the resident with elimination including the use of bathroom and bedpan.
60. Safely assist the resident to use a bedpan.
61. Identify the relationship between weight and height.
62. Weigh a resident within +/- 1lb. of the instructor's reading, report and record the Results.
63. Measure and record the height of a resident while standing and while lying in bed.
64. Describe a well-balanced diet and discuss the body's need for the basic food pyramid.
65. Discuss why a resident may require a modified/therapeutic diet.
66. Identify specific modified/therapeutic diet coding used by the dietary department.
67. Discuss the responsibilities of the nurse aide when caring for a resident receiving a special feeding.
68. Discuss the responsibilities of a nurse aide when serving and feeding a resident.
69. Calculate the percentage of food eaten by a resident.
70. Report changes in a resident's eating and/or swallowing pattern.

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71. Feed a resident who is eating-impaired in a safe and caring manner.
72. Promote maximum independence in dining.
73. Discuss how the enjoyment of eating is affected by the environment and surrounding temperature.
74. Discuss the major disorders of the endocrine system.
75. Discuss the major disorders of the urinary system.
76. Describe the general functions and products of the urinary system.
77. Measure the contents of a bedpan or urinal within 50cc +/- of the instructor's reading record and report the results.
78. Discuss the emotional implications of incontinence.
79. Demonstrate skill in properly collecting urine specimens.
80. Care for a resident with a urinary catheter demonstrating precautions for control of infection, injury, or distention.
81. Measure, record, and report the contents of an indwelling catheter bag within +/- 50cc's of the instructor's reading.
82. Describe bowel and bladder retraining.
83. Discuss major disorders of the musculoskeletal system.
84. Describe the care of a resident with a cast/splint.
85. Perform exercise programs according to the plan of care.
86. Discuss major disorders that occur in the neurological system.
87. Discuss the care of a resident who uses a brace.
88. Discuss major disorders of the reproductive system.
89. Discuss misconceptions and myths about aging and sexuality.

J. Spiritual, Recreational, and Activity Needs of the LTC Resident:

1. Discuss how unmet social needs may create changes in the behavior mood of a resident.
2. Discuss the types and range of activities in which a resident may participate.
3. Assist a resident to participate in recreational activities.
4. Prepare a resident for transport.
5. Discuss different spiritual needs.
6. Discuss different religious beliefs.
7. Assist a resident to satisfy his/her religious needs.
8. Discuss the concept of dying with dignity.
9. Discuss how to meet the physical and emotional needs of the dying resident.
10. Discuss the goals of hospice care.
11. Describe the emotional stages of grieving.
12. Discuss the care of the terminally ill resident.
13. Describe the signs of approaching death.
14. Describe the preparation of a deceased resident.

K. The Certification Process:

1. Define certification.
2. Describe the two parts of the certification exam.
3. Practice and prepare for the skills exam.
4. Practice and prepare for the written/oral exam.
5. Discuss the consequences of reporting late for the written/oral exam.
6. Discuss the procedure necessary to pay for the exam.

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7. Discuss the procedure necessary to repeat the skills exam should the student fail this portion of the examination.
8. Discuss the procedure necessary to repeat the written/oral exam should the student fail this portion of the examination.
9. Discuss the recertification process.
10. Discuss securing their certificate.

L. Employment in a Long-Term Care Facility:

1. Discuss how to successfully interview for a job.
2. Describe how to dress appropriately for an interview.
3. Discuss the need to continue one's education throughout one's career to remain clinically competent.
4. Discuss the importance of hygiene and dress on the job.

M. HOSA and the Nurse Assistant:

1. Define HOSA and state its purpose.
2. State benefits of membership.
3. List three areas of interest to a HOSA member.
4. Describe the competitive events process.
5. Define and discuss leadership.
6. State three ways in which HOSA ideals prepare the students for the workforce.

STUDENTS EVALUATION

Satisfactory completion of this course will be determined by a mastery of 65% of course proficiencies as measured by: major tests (40%), quizzes (20%), projects or shop assignments (20%), homework (10%), class participation (10%).

COURSE/PROGRAM EVALUATION

The effectiveness (success) of a course/program will be based upon the review of grade assessment data to ascertain whether 75% of students passed 70% course/program proficiencies.

CERTIFICATION

To be eligible for Long-Term Care certification, the student will pass the clinical and classroom portions of the program and will follow current Department of Health and Senior Services protocol for certification.

NURSE ASSISTING

SCOPE AND SEQUENCE CHART

Key: I – Introduced

D – Developed in Depth

R – Reinforced

Suggested Grade Levels

SKILL TO BE LEARNED	Grade 9	Grade 10	Grade 11	Grade 12
Communicate with impaired resident			IDR	
Wash hands properly			IDR	
Prevent and/or treat heat/cold emergencies			IDR	
Participate in fire emergency			IDR	
Lift, move, transfer resident			IDR	
Ambulate resident			IDR	
Use a mechanical lift			IDR	
Use a walker, cane, a wheelchair			IDR	
Perform exercise program			IDR	
Uses gait/transfer belt properly			IDR	
Make beds; occupied and unoccupied			IDR	
Use a bed cradle properly			IDR	
Bathe a resident – bed, tub, shower			IDR	
Give perineal care and apply brief			IDR	
Give a back rub			IDR	
Observe and report changes of condition			IDR	
Give hand and foot care			IDR	
Give oral hygiene			IDR	
Provide denture care			IDR	
Provide skin care			IDR	
Provide care to prevent pressure sores			IDR	
Undress and dress resident			IDR	
Provide hair care			IDR	
Shave and/or give beard care			IDR	
Serve fluids			IDR	
Measure fluids accurately			IDR	
Take oral temperature			R	
Take rectal temperature			IDR	
Take axillary temperature			IDR	
Take radial pulse			R	
Take respirations			R	
Determine food consumption			IDR	
Assist resident to use toilet			IDR	
Assist resident to use bedpan			IDR	
Assist resident to use urinal			IDR	
Empty content of catheter bag			IDR	
Serve food and feed resident			IDR	
Collect urine specimen			R	
Prepare for recreational therapy			IDR	
Assist in providing religious care			IDR	
Care for terminally ill resident			IDR	
Care for remains after death			IDR	

NURSE ASSISTING

I. Course Overview:

This course, approved by the New Jersey State Department of Health, prepares the student to take the two – part Long Term Care Certification examination. After successfully completing the mandated 50 hours of classroom training and the 40 hour clinical component, the student may take the two – part state certification examination. Upon receiving certification, the student may seek employment in a nursing home as a Certified Nurse Aide.

II. Proficiencies:

Upon successful completion of the requirements of this course, the student will be able to:

1. explain the role of the nurse aide in the Long Term Care Facility.
2. demonstrate basic infection control practices.
3. participate in fire and disaster drills.
4. explain the environmental needs of the resident.
5. meet basic psychosocial needs of elderly persons.
6. assist a resident to bathe, dress, and move about.
7. measure vital signs.
8. serve food and fluids and measure intake and output with accuracy.
9. assist a resident with elimination.
10. provide daily grooming to residents.
11. collect urine specimens.
12. report and record observations.
13. provide post – mortem care.
14. assist a resident to meet recreational and spiritual needs.
15. explain certification process.
16. define and discuss continuing education.
17. dress professionally.
18. discuss the benefits of HOSA