



Academy of Health Sciences IV

Credits 17.5

Course # 1124

2021

I. COURSE DESCRIPTION

Senior year of the Academy of Health Sciences- Certified Nursing Assistant (CNA) course is an immersive experience in multiple aspects of the art and sciences of healthcare and an opportunity to earn a professional credential.

This approved course by the State of New Jersey Department of Health and Senior Services (NJDHSS), is designed to provide students with the skills necessary to meet the physical, physiological, and psychological needs of a resident. The objectives of the CNA course are to provide a learning experience required to obtain employment in the healthcare industry.

Each Certified Nurse Assistant course is comprised of 90 hours: 50 instructional (classroom) hours and 40 clinical laboratory hours. Successful completion of CNA coursework and clinicals allows students to be eligible for the New Jersey State CNA Exam.

Within this experience, the student will engage in excess of 25-hands-on, in-depth 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, 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. Beyond CNA coursework, students will engage in case studies and research projects exploring ethics, clinical judgment and evidence-based practice.

Upon successful completion of this course the student will be eligible to take the two-part New Jersey Certified Nursing Assistant Examinations (skills test and computer written examination). This will prepare students for employment in a long-term care facility.

II. Units:

Content Area:	Academy of Health Sciences IV – Certified Nursing Assistant	Grade(s)	12
Unit Plan Title:	Module I: The Long-Term Care Facilities (LTCF)		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.1.12.A.12- Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.</p> <p>9.3. HL.1 – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3. HL.2 - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.</p> <p>9.3. HL.3 - Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3. HL.4 - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3. HL.5 - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</p> <p>9.3. HL.6 -Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</p> <p>9.3. HL-DIA.1 - Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p>			

9.3. HL-DIA.3 - Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

9.3. HL-DIA.4 - Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3. HL-HI.1 - Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.

9.3. HL-SUP.1 - Describe, differentiate and safely perform the responsibilities of healthcare support services roles.

9.3. HL-SUP.2 - Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

9.3. HL-SUP.4 - Maximize available resources for proper care and use of healthcare equipment and materials.

9.3. HL-SUP.5 - Implement healthcare facility standards in order to maintain high-quality healthcare facilities.

9.3. HL-THR.1 - Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3. HL-THR.2 - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

9.3. HL-THR.3 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.HL-THR.4 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Essential Questions (3-5)

The Long-Term Care Facility

What are the components of a LTCF?

What is long term care?

Who makes up the majority of residents in the long-term care facilities?

What two general categories of residents stay in a care facility for less than six months?

What do surveyors observe when visiting a long-term care facility?

What are OBRA regulations?

The Basic Needs of a Long-Term Care Resident

With whom is a nursing assistant allowed to share information about a resident?

Why is it so important to report even the smallest change in a resident's condition?

What are three factors to consider when forming a care plan?

What should the nursing assistant do if he or she feels they do not have the skills necessary to perform a task?

What is one way that nursing assistants help residents make a successful transition to long-term care facilities?

Protection and Use of Medical Information and Residents Rights

What are the codes of conduct or rules of ethics that should be followed by nursing assistants?

What is the purpose of residents' rights?

If a nursing assistant sees abuse or suspects that a resident is being abused, what is his/her responsibility?

What happens if a nursing assistant is accused of abusing a resident?

With whom is a nursing assistant allowed to share information about a resident?

Communication with Residents

What is one way to provide feedback while listening?

What is objective information? Subjective?

What is the purpose of the call light system in the nursing home?

Infection Control

What does infection prevention mean?

Which link in the chain of infection is broken by wearing gloves, and why?

Why are elderly people at a higher risk for infection?

On whom should standard precautions be practiced?

In what order should protective equipment be put on and taken off?

What is the best way to prevent the spread of MRSA and VRE?

What are two ways a nursing assistant can prevent the spread of c-diff?

Environmental Needs of the Resident

What are three ways that nursing assistants can keep the noise level low in facilities?

What are three ways that a nursing assistant can help control odors in the facilities?

What temperature range for long-term care facilities is required by OBRA?

Why are the beds usually kept in the lowest position?

Safety Awareness and Accident Prevention

What type of accident occurs most frequently in long term care facilities?

What should the nursing assistant do before helping a resident in or out of the wheelchair?

What should nurse assistants always do before giving care or serving meal trays?

When can a restraint be used?

What are restraint alternatives?

What is body mechanics?

What kind of information should a nursing assistant be prepared to give when calling emergency services?

Why should a nursing assistant not perform CPR if he or she is not trained to do so?

How area abdominal thrusts used to help someone who is choking?

What should a nursing assistant do if a resident should start to fall?

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4
Delmar Cengage Publishers, Inc.
Student Workbook to accompany *Assisting in Long-Term Care, 7th Edition*.

Short & Informational Texts (3-5)

Simmers DHO Health Science 8th ed. Cengage ISBN-978-1-305-50951-1
Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

The Long-Term Care Facility

- Discuss the role of government in long-term care facilities.
- Define the job description of a nurse aide within the long-term care facility.
- Discuss the purpose of the LTCF.
- Differentiate between long-term care, acute care, hospice, and home care.

The Basic Needs of a Long-Term Care Resident

- Differentiate between the long-term patient client, and the resident.
- Discuss independence and choice versus dependence and lack of choice.
- Define and discuss the need for privacy.
- Describe losses experienced by long-term residents.
- Discuss how to provide physical and emotional assistance during transfer of a resident to a new location.

Protection and Use of Medical Information and Residents Rights

- Define, discuss, and use the residents plan of care.
- Define and list at least 12 rights of residents in LTC.
- Define abuse and state to whom to report abuse of a LTC resident.
- Discuss how to protect resident belongings.
- Define confidentiality and discuss what should remain confidential.

Communication with Residents

- Define communication and demonstrate verbal and non-verbal means of communication.
- Demonstrate communication skills with residents who are visually impaired.
- Discuss and demonstrate proper care of eyeglasses.
- Demonstrate communication skills with the residents who are hearing impaired.
- Discuss and demonstrate proper care of hearing aids.
- Discuss and demonstrate skill in communicating with residents with impaired speech.

Infection Control

- Describe methods of infection control and to demonstrate proper hand- washing.

Discuss effective ways to prevent the spread of infectious diseases.

Demonstrate proper precautions for various infectious diseases.

Discuss the importance of sanitation and cleanliness in a LTCF.

Describe the responsibilities of the housekeeping and maintenance staff in keeping the environment safe, sanitary, and in an orderly state.

Demonstrate the proper technique for cleaning and storing various resident care equipment.

Environmental Needs of the Resident

Describe four ways of adjusting the physical environment for the comfort, health, safety, and enjoyment of the resident.

Define and list two methods to prevent hypothermia.

Define and list two methods to prevent hyperthermia.

Identify the contents of a resident unit.

Make an unoccupied bed.

Safety Awareness and Accident Prevention

Define safety and discuss three rules of safety to prevent accidents from happening.

Identify safety hazards in a LTCF.

State three accidents that the elderly commonly experience.

Describe how each accident may be avoided.

Discuss the need for adequate supervision and the use of assistive devices in an accident prevention plan.

Demonstrate methods of protecting residents from injury.

Demonstrate skill in the use of protective devices.

Demonstrate skill in the use of transfer belt.

Discuss why physical restraint use should be avoided whenever possible.

Discuss how to meet a resident's needs without the use of restraints.

Explain the need for following a fire disaster plan.

List safety rules to prevent fires.

Discuss and describe the proper use of a fire extinguisher.

List at least three types of disaster.

Verbalize proper procedures to be followed in case of a disaster.

Perform selected lifesaving carries for non-ambulatory residents.

Discuss different types of emergencies and state what to do in response to each one.

Formative & Summative Assessments

Suggested Formative Assessments:

Discussion

Activities

Worksheets

Workbook review questions

Chain of command diagram

Newspaper clipping/internet/etc. information on violation of HIPAA/violence/ abuse, etc. (Writing skill- Read the HIPAA statement and determine the important points. List these points and discuss in class.)

Microscope bacteria identification

Role Play (Communication skill- scenarios that involve angry residents or families. Switch roles for each student to practice effective communication and active listening skills.) (Practice overcoming language barriers in teams of two. Have one-person role play a resident who is upset, the other person role plays a nursing assistant using active listening techniques. Switch roles and repeat)

Journal articles

Do Now

Exit ticket

Homework

Quizzes

Vocabulary

Math skill- Practice proper recording of time for resident record documentation. Using the 24-hour clock record, what is the correct time for the assigned resident scenario.

Reading skill- Read the assigned patient scenario regarding possible negligence. List the facts and the opinions of the scenario. Discuss results.

Suggested Summative Assessments:

Return demonstrations.

Unit exam

Culture project: student dress, food, posters, rituals, traditions, etc. (Research areas of culture related to physical space, communication, diet, spirituality, death, pregnancy, medication, and pain medication. Results will be compiled in PowerPoint presentation, poster, or research paper format.

Multi-drug resistant organisms (MDRO) presentations

Chain of infection project

Chapter case studies

Clinical experience performance

Laboratory assignments

Resident interview

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
 YouTube Videos (<https://www.youtube.com/watch?v=IKI7LJZH4WY>)
 Google Classroom
 Edpuzzle
 New Jersey Department of Health <https://www.nj.gov/health/>
 New Jersey Department of Human Services <https://www.state.nj.us/humanservices/dmahs/clients/medicaid/>
 PSI Examination Online
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
 D&S Diversified Technologies http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm
 Centers for Disease Control and Prevention <https://www.cdc.gov/>
 Occupational Safety and Health Administration website <https://www.osha.gov/>
 World Health Organization <https://www.who.int/>
www.Cram.com/flashcards/games/jewel/cna-medical-abbreviations-372232
www.Cram.com/flashcards/games/jewel/cna-questions-2905537
www.Cram.com/flashcards/games/jewel/certified-nurse-assistant-cna-4739235
www.Cram.com/flashcards/games/jewel/medical-terminology—9481293#start
www.Cram.com/flashcards/games/jewel/med-term-roots-3774954
www.Cram.com/flashcards/games/jewel/medical-terminology-prefix-suffix-470091
www.Quizlet.com
 CNA Certification Practice Exam www.Cnatutor.com

Suggested Time Frame:	16 hours (12 classroom hours/4 clinical hours)
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Content Area:	Academy of Health Sciences IV – Certified Nursing Assistant	Grade(s)	12
Unit Plan Title:	Module II: The Psychosocial Needs of the Resident		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>			

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

9.2.12.C.3 - Identify transferable career skills and design alternate career plans.

9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.

9.3.HL.1 – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3. HL.2 - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.

9.3. HL.4 - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3. HL.5 - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

9.3. HL.6 - Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

9.3. HL-HI.1 - Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.

9.3. HL-HI.2 - Describe the content and diverse uses of health information.

9.3. HL-HI.3 - Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

9.3. HL-THR.3 - Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.

9.3. HL-THR.4 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

9.3. HU-ED.7 – Apply principals of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Essential Questions (3-5)

What psychosocial needs do humans have?

According to Maslow, which needs must be met first: physical or emotional?

What are six examples of losses that residents may be experiencing?

What is one way that a nursing assistant can show respect for residents’ sexual identity?

What are developmental disabilities?

What is one way to locate community resources for the elderly?

What does cognitive impairment effect?

How can confusion effect a person?
What is delirium and list five possible causes?
What is dementia?
Why may developing a routine for an Alzheimer's resident be helpful?
What are four possible causes of mental illness?
What is the most common fallacy about mental illness?
Why might a physical illness cause or make a mental illness worse?
What are defense mechanisms?
What are the most common treatments for mental illnesses?

Anchor Text

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4
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Short & Informational Texts (3-5)

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Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

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

Demonstrate basic skills in reality orientation techniques.

Formative & Summative Assessments

Suggested Formative Assessments:

Discussion

Activities

Worksheets

Workbook review questions

Role Play (Have one-person role play a resident who is confused, the other person role plays a nursing assistant using reality orientation techniques. Switch roles and repeat.)

Journal articles (reflect on the circumstances involving an assigned resident scenario. Create activities or describe nursing assistant actions that would improve the basic needs of the resident in the assigned scenario.)

Do Now

Exit ticket.

Homework

Quizzes

Vocabulary

Reading skill- Search through a local newspaper or internet to find a public interest article about someone whose social needs have been met in some way. Make personal connections with past experiences, or something a friend has experienced. Write down the key points of the article and how the personal experience is related to the key points. Consider how residents may also have similar experiences. Reflect on possible commonalities people may share regarding social needs and differences of social needs based on growth and development, gender, culture, and religion.

Suggested Summative Assessments:

Unit exam

Return demonstrations.

Project (Create a reality orientation board)

Mental illness/compare and contrast.

Case studies

Clinical experience performance

Laboratory assignments

Resident interview

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
 YouTube Videos (<https://www.youtube.com/watch?v=IKI7LJZH4WY>)
 Google Classroom
 Edpuzzle
<https://www.alz.org/>
<https://www.nimh.nih.gov/index.shtml>
<https://www.mentalhealth.gov>
 New Jersey Department of Health <https://www.nj.gov/health/>
<http://mayoclinic.org>
<https://www.state.nj.us/humanservices/dmahs/clients/medicaid/>
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm
www.Cnatutor.com
 Centers for Disease Control and Prevention <https://www.cdc.gov/>
<https://www.who.int/>
www.Cram.com/flashcards/games/jewel/cna-medical-abbreviations-372232
www.Cram.com/flashcards/games/jewel/cna-questions-2905537
www.Cram.com/flashcards/games/jewel/certified-nurse-assistant-cna-4739235
www.Cram.com/flashcards/games/jewel/medical-terminology—9481293#start
www.Cram.com/flashcards/games/jewel/med-term-roots-3774954
www.Cram.com/flashcards/games/jewel/medical-terminology-prefix-suffix-470091
www.Quizlet.com

Suggested Time Frame:	10 hours (8 classroom/2 clinical)
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Content Area:	Academy of Health Sciences IV – Certified Nursing Assistant	Grade(s)	12
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Unit Plan Title:	Module III: Physical Needs of the Resident
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NJSLS/CCTC Standard(s) Addressed in this unit

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

9.2.12.C.3 - Identify transferable career skills and design alternate career plans.

9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.

9.3. HL.1 – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3. HL.2 - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.

9.3. HL.4 - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL.5 - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

9.3. HL.6 -Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

9.3. HL-DIA.1 - Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.

9.3. HL-DIA.3 - Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

9.3. HL-DIA.4 - Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3. HL-DIA.5 - Select, demonstrate and interpret diagnostic procedures.

9.3. HL-SUP.1 - Describe, differentiate and safely perform the responsibilities of healthcare support services roles.

9.3. HL-SUP.2 - Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

9.3. HL-SUP.3 - Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.

9.3. HL-THR.2 - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

9.3. HL-THR.3 - Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.

9.3. HL-THR.4 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Essential Questions (3-5)

What is positioning?

How often should bedbound residents be repositioned?

In which position is a resident lying on his side?

In which position is a resident lying on his stomach?

Why is preventing pressure injuries extremely important?

At a minimum, how often should residents be repositioned?

Why is it unnecessary for many elderly people to have a complete bed bath every day?

Why should residents, as well as NA's test the water temperature before bathing?

Why should the nursing assistant wipe from front to back when giving perineal care?

List two benefits of back rubs?

Why should bath oils, lotions, or powders not be used in showers or tubs?

Why should an NA wear gloves while shaving a resident?

How can NA's help prevent aspiration during oral care of residents who are unconscious?

Why should hot water not be used on dentures?

Which temperature site is considered to be the most accurate?

What is the most common site for monitoring the pulse?

Why should respirations be counted immediately after measuring the pulse rate?

How are blood pressures written and recorded?

What is a nasal cannula?

What is an oxygen concentrator?

Why is oxygen a dangerous fire hazard?

Why might a resident be placed on a low fat/low cholesterol diet?

How can thickened liquids help a person with swallowing problems?

What is the proper position to place a resident for eating?

How might being cheerful and positive during mealtimes affect the amount of food a resident consumes?

How can a nursing assistant verify that she has the correct resident for the meal tray that she is serving?

How does stool normally appear?

List five things to observe and report to the nurse about stool.

What is the best position for bowel elimination?

What may need to be increased in a resident's diet if she is prone to constipation?

In what position should the resident be placed for an enema?

What may occult blood in stool indicate?

What are the reasons a resident may need a colostomy or an ileostomy?
What is the normal color of urine?
List five things to observe and report to the nurse about urine.
When performing perineal care, in what direction should the nursing assistant wipe the resident?
How should a standard bedpan be positioned? How should a fracture pan be positioned?
Is urinary incontinence a normal part of aging?
Why should a nursing assistant never refer to an incontinence brief as a diaper?
What are four ways that nursing assistants can help prevent urinary tract infections?
Why should the catheter bag always be lower than bladder level?
What are misconceptions and myths about aging and sexuality?

Anchor Text

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Short & Informational Texts (3-5)

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Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

Lift, move, and transfer a resident according to the plan of care.
Discuss the importance of a team approach to rehabilitation.
Assist the resident to move up in bed.
Assist to ambulate at least 50 feet.
Transfer a resident using a mechanical lift.
List at least two assistive devices.
Safely assist a resident to use a walker or cane.
Safely assist a resident who uses a wheelchair.
Discuss the care of an artificial body part.
Perform exercise programs according to the plan of care.
Describe the physical and emotional benefit of bathing.
State the proper water temperature for bathing residents.
Give a complete bed bath to a resident.
Make an occupied bed.
Give a tub bath or shower.

Give a back rub.

Explain the importance of observing and reporting physical changes in a resident to the licensed nurse.

Describe the physical changes that should be noted and reported.

Distinguish between objective and subjective observations.

List three examples of objective observations.

List three examples of subjective observations.

Explain the purpose of hand and foot cares.

Provide a resident with foot care.

Groom a resident's fingernails with proper equipment.

Identify at least two purposes of skin care.

Provide effective skin care.

Properly apply incontinent briefs

Discuss the importance of keeping an incontinent resident clean and dry.

List at least three possible causes and signs of pressure sores.

Identify the possible sites on the body where pressure sores may develop.

Identify the four stages of pressure sores.

Discuss the prevention of pressure sores.

Define and give perineal care.

Dress and undress a resident showing consideration for preference and physical condition of the resident.

State the purpose of mouth care.

Assist or give appropriate mouth care based on the plan of care.

Demonstrate denture care.

Explain the reasons for hair care.

Demonstrate proper positioning for the elderly when shampooing the hair.

Give daily hair care including combing, brushing, and shampooing as needed.

Use an electric or safety razor to shave a resident.

Shave a resident and/or provide beard care.

Demonstrate skill in giving either morning or evening care to a resident.

Discuss the purposes and characteristics of both rest and sleep.

Define sleep and sleep disorders.

Discuss the importance of fluids in the body.

Identify at least two signs of dehydration.

Serve fluids to a resident, practicing infection control.

Accurately measure, record, and report fluid intake.
Discuss causes of common cardiovascular and respiratory disorders.
Discuss the value at knowing the body temperature.
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.
Locate and count a resident's radial pulse rate within ± 4 beats per minute of the instructor's reading.
Count and record a resident's respirations within ± 2 breaths per minute of the instructor's reading.
Discuss the functions and products of the digestive system.
Discuss causes of common gastrointestinal disorders.
List the seven warning signs of cancer.
Identify abnormal characteristics of stool.
Assist a resident with functions of elimination, including use of bathroom and bedpan.
Safely and comfortably assist a resident to use the bedpan.
Identify the relationship between weight and height.
Weigh within ± 2 lb. of the instructor's reading.
Measure and record the height of a resident while standing and while in bed.
Describe a well-balanced diet, discussing the body's need for the basic food pyramid.
Discuss why a resident may require a modified therapeutic diet.
Identify specific modified therapeutic diet coding used by the dietary department.
Discuss the responsibilities of a nurse aide when giving care to a resident receiving a special feeding.
Discuss the responsibilities of a nurse aide when serving and feeding residents.
Calculate the percentage of food eaten by a resident.
Report changes in a resident's eating and/or swallowing patterning.
Feed a resident who is eating-impaired in a safe and caring manner.
Promote maximum independence in dining.
Discuss how the enjoyment of eating is affected by the environment and surrounding.
Atmosphere.
Discuss major disorders of the endocrine system.
Discuss the major disorders of the urinary system.
Describe the general functions and products of the urinary system.
Measure the contents of a bedpan or urinal and record the results within ± 25 cc of the instructor's reading.
Discuss the emotional implications of incontinence.
Demonstrate skill in proper collection of urine specimens.

Care for a resident with a urinary catheter demonstrating precautions for control of infection, injury, or distention.
Measure and record the contents of the indwelling catheter drainage bag within +/- 25cc's of the instructor's reading.
Describe bowel and bladder retraining.
Discuss major disorders of the musculoskeletal system.
Describe the care of a resident with a cast/splint.
Describe use of bed cradle.
Perform exercise programs according to the plan of care.
Discuss major disorders that can occur in the neurological system.
Discuss the care of a resident who uses a brace.
Discuss major disorders that can occur in the reproductive system.
Discuss misconceptions and myths about aging and sexuality.

Formative & Summative Assessments

Suggested Formative Assessments:

Discussion

Activities

Writing skill- Write an incident report for an assigned scenario. Before writing the report organize point in sequential order.

Workbook review questions

Reading skill- Find a Material Safety Data Sheet (MSDS) online or provided by instructor. Make a list of the words that may be confusing. Find the meaning of each word then read the MSDS.

Math skill- Practice recording and analyzing intake and output using assigned scenario of a resident's diet. Practice converting fluid ounces to milliliters.

Role Play

Journal articles

Do Now

Exit ticket

Homework

Quizzes

Vocabulary

Suggested Summative Assessments:

Unit exam

Rubrics

Return demonstrations.

Case studies
 Clinical experience performance
 Laboratory assignments

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
 YouTube Videos (<https://www.youtube.com/watch?v=IKI7LJZH4WY>)
 Google Classroom
 Edpuzzle
<https://www.nj.gov/health/>
<https://www.state.nj.us/humanservices/dmahs/clients/medicaid/>
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm
www.Cnatutor.com
 Centers for Disease Control and Prevention <https://www.cdc.gov/>
<https://www.who.int/>
www.Cram.com/flashcards/games/jewel/cna-medical-abbreviations-372232
www.Cram.com/flashcards/games/jewel/cna-questions-2905537
www.Cram.com/flashcards/games/jewel/certified-nurse-assistant-cna-4739235
www.Cram.com/flashcards/games/jewel/medical-terminology—9481293#start
www.Cram.com/flashcards/games/jewel/med-term-roots-3774954
www.Cram.com/flashcards/games/jewel/medical-terminology-prefix-suffix-470091
www.Quizlet.com

Suggested Time Frame: 56 hours (26 classroom/30 clinical)

Content Area:	Academy of Health Sciences IV – Certified Nursing Assistant	Grade(s)	12
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Unit Plan Title: **Module IV: Spiritual, Recreational and Activity Needs of the Resident**

NJSLS/CCTC Standard(s) Addressed in this unit

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.

- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- 9.2.12.C.1** - Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3** - Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4** - Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7** - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9** - Analyze the correlation between personal and financial behavior and employability.
- 9.3. HL.1** – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3. HL.2** - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.
- 9.3. HL.4** - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3. HL.5** - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3. HL.6** -Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3. HL-DIA.3** - Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
- 9.3. HL-DIA.4** -Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3. HL-SUP.1** - Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
- 9.3. HL-SUP.2** - Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.
- 9.3. HL-THR.3** - Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.
- 9.3. HL-THR.4** - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.
- 9.3. HU-ED.7** – Apply principals of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Essential Questions (3-5)

What does rehabilitation involve?

What attitudes should the nursing assistant adopt to assist residents in rehabilitation and restorative care?

What are some benefits of regular exercise?

What measures may help a dying resident who is in pain?
What is postmortem care?
What is a wake?
What is cremation?

Anchor Text

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4
Delmar Cengage Publishers, Inc.
Student Workbook to accompany *Assisting in Long-Term Care, 7th Edition*.

Short & Informational Texts (3-5)

Simmers DHO Health Science 8th ed. Cengage ISBN-978-1-305-50951-1
Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

Discuss how unmet social needs may create changes in the behavior and mood of a resident.
Discuss the types and ranges of activities in which a resident may participate.
Participate in recreational activities.
Prepare a resident for transport.
Discuss different spiritual needs.
Discuss different religious beliefs.
Assist a resident to satisfy his/her religious needs.
Discuss the concept of dying with dignity.
Discuss how to meet the physical and emotional needs of the dying resident.
Discuss the goals of hospice care.
Describe the emotional stages of grieving.
Discuss the care of the terminally ill resident.
Describe the signs of approaching death.
Discuss the preparation of a deceased resident.

Formative & Summative Assessments

Suggested Formative Assessments:

Activities
Worksheets
Workbook review questions
Discussion on personal feeling regarding death

Role Play
Journal articles
Do Now
Exit ticket.
Homework
Quizzes
Vocabulary

Suggested Summative Assessments:

Unit exam
Rubrics
Return demonstrations.
Chapter case studies
Clinical experience performance
Laboratory assignments

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
YouTube Videos (<https://www.youtube.com/watch?v=IKI7LJZH4WY>)
Google Classroom
Edpuzzle
<https://www.state.nj.us/humanservices/dmahs/clients/medicaid/>
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm
www.Cnatutor.com
Centers for Disease Control and Prevention <https://www.cdc.gov/>
<https://www.who.int/>
www.Cram.com/flashcards/games/jewel/cna-medical-abbreviations-372232
www.Cram.com/flashcards/games/jewel/cna-questions-2905537
www.Cram.com/flashcards/games/jewel/certified-nurse-assistant-cna-4739235
www.Cram.com/flashcards/games/jewel/medical-terminology—9481293#start
www.Cram.com/flashcards/games/jewel/med-term-roots-3774954
www.Cram.com/flashcards/games/jewel/medical-terminology-prefix-suffix-470091
www.Quizlet.com

Suggested Time Frame:	8 hours (4 classroom/4 clinical)
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Content Area:	Academy of Health Sciences IV – Certified Nursing Assistant	Grade(s)	12
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Unit Plan Title:	The Certification Process
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NJSLS/CCTC Standard(s) Addressed in this unit

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- 9.2.12.C.1** - Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3** - Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4** - Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7** - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9** - Analyze the correlation between personal and financial behavior and employability.
- 9.3. HL.1** – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3. HL.2** - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.
- 9.3. HL.4** - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3. HL.5** - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3. HL.6** -Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3. HL-DIA.3** - Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
- 9.3. HL-DIA.4** -Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3. HL-SUP.1** - Describe, differentiate and safely perform the responsibilities of healthcare support services roles.

9.3. HL-SUP.2 - Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

9.3. HL-THR.3 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3. HL-THR.4 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Essential Questions (3-5)

What are the requirements to attain certification?

What are the two parts of the certification exam?

What are some benefits of being certified?

What is the recertification process?

Anchor Text

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4

Delmar Cengage Publishers, Inc.

Student Workbook to accompany *Assisting in Long-Term Care, 7th Edition*.

Short & Informational Texts (3-5)

Simmers DHO Health Science 8th ed. Cengage ISBN-978-1-305-50951-1

Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

Define certification.

Describe the two parts of the certification exam.

Practice and prepare to take the skills exam.

Practice and prepare for the written/oral exam.

Discuss the consequences of reporting late for the written/oral exam.

Discuss the procedure necessary to pay for the exam.

Discuss the procedure necessary to repeat the skills exam should the student fail the exam.

Discuss the procedure necessary to repeat the written/oral exam should the student fail the exam.

Discuss the recertification process.

Discuss securing their certificate.

Formative & Summative Assessments

Suggested Formative Assessments:

Discussion

Activities

Worksheets
Do Now
Exit ticket
Homework
Quizzes
Vocabulary

Suggested Summative Assessments:

Unit exam
Projects

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
YouTube Videos (<https://www.youtube.com/watch?v=IKI7LJZH4WY>)
Google Classroom
Edpuzzle
<https://www.nj.gov/health/>
<https://www.state.nj.us/humanservices/dmahs/clients/medicaid/>
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm
www.Cnatutor.com
www.Cram.com/flashcards/games/jewel/cna-medical-abbreviations-372232
www.Cram.com/flashcards/games/jewel/cna-questions-2905537
www.Cram.com/flashcards/games/jewel/certified-nurse-assistant-cna-4739235
www.Cram.com/flashcards/games/jewel/medical-terminology—9481293#start
www.Cram.com/flashcards/games/jewel/med-term-roots-3774954
www.Cram.com/flashcards/games/jewel/medical-terminology-prefix-suffix-470091
www.Quizlet.com

Suggested Time Frame:

1 week

Content Area: Academy of Health Sciences IV – Certified Nursing Assistant

Grade(s) 12

Unit Plan Title: Employment in a Long-Term Care Facility

NJSLS/CCTC Standard(s) Addressed in this unit

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.
- 9.2.12.C.1** - Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3** - Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4** - Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7** - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9** - Analyze the correlation between personal and financial behavior and employability.
- 9.3. HL.1** – Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3. HL.2** - Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.
- 9.3. HL.3** – Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.
- 9.3. HL.4** - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3. HL.5** - Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3. HL.6** -Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3. HL-DIA.3** - Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
- 9.3. HL-DIA.4** -Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3. HL-SUP.1** - Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
- 9.3. HL-SUP.2** - Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.
- 9.3. HL-THR.2** - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

9.3. HL-THR.3 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3. HL-THR.4 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Essential Questions (3-5)

What is contained in a job description?

What do you think you will like or dislike about being a certified nurse aid?

Anchor Text

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4

Delmar Cengage Publishers, Inc.

Student Workbook to accompany *Assisting in Long-Term Care, 7th Edition*.

Short & Informational Texts (3-5)

Simmers DHO Health Science 8th ed. Cengage ISBN-978-1-305-50951-1

Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

Expected Proficiencies of the Unit

Discuss how to successfully interview for a job.

Describe how to appropriately dress for an interview.

Discuss the importance of hygiene and dress on the job.

Discuss the need to continue one's education throughout one's career

Formative & Summative Assessments

Suggested Formative Assessments:

Discussion

Activities

Worksheets

Do Now

Exit ticket.

Homework

Quizzes

Vocabulary

Role play mock interviews.

Suggested Summative Assessments:

Unit exam

Projects
Write a resume

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
YouTube Videos (interviews)
Google Classroom
Edpuzzle
https://candidate.psiexams.com/catalog/fap_test_details.jsp?testid=2414&prev_page=/catalog/fap_test_catalog_details.jsp
http://hdmaster.com/testing/cnatesting/newjersey/NJ_CNA_Home.htm

Suggested Time Frame:

1 week

III. SCOPE AND SEQUENCE CHART

IV. SCOPE AND SEQUENCE CHART

V. Key: I – Introduced

D – Developed in Depth

R – Reinforced

Suggested Grade Levels

SKILL TO BE LEARNED	Grade 9	Grade 10	Grade 11	Grade 12
Explain the role of the nurse aide in the Long-Term Care Facility				IDR
Communicate with impaired residents				IDR
Demonstrate basic infection control practices	I	D	R	M
Wash hands properly	I	D	R	M
Participate in fire emergency and disaster drills	I	D	D	R
Explain the environmental needs of the residents				IDR
Prevent and/or treat heat/cold emergencies				IDR
Meet basic psychosocial needs of elderly persons				IDR
Assist a resident to bathe, dress, and move about				IDR
Lift, move, transfer residents.				IDR
Ambulate residents.				IDR
Use a mechanical lift				IDR

Use a walker, cane, a wheelchair				IDR
Perform exercise programs				IDR
Uses gait/transfer belts 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
Provide daily grooming to residents				IDR
Give hand and foot care				IDR
Give oral hygiene care				IDR
Provide denture care				IDR
Provide skin care				IDR
Provide care to prevent pressure sores				IDR
Undress and dress residents				IDR
Provide hair care				IDR
Shave and/or give beard care				IDR
Serve food and fluids and measure intake and output with accuracy				IDR
Measure fluids accurately				IDR
Measure vital signs	I	I	D	R
Take oral temperature	I	D	D	R
Take rectal temperature				IDR
Take axillary temperature				IDR
Take radial pulse		I	D	DR
Take respirations		I	D	DR
Determine food consumption				IDR
Assist a resident with elimination				IDR
Assist residents to use the toilet				IDR
Assist residents to use a bedpan				IDR
Assist residents to use a urinal				IDR
Empty content of catheter bag				IDR

Serve food and feed residents				IDR
Collect urine specimens				IDR
Prepare for recreational therapy				IDR
Assist in providing religious care				IDR
Care for terminally ill residents				IDR
Provide post- mortem care				IDR
Explain the nurse's aide certification process				IDR
Define and discuss continuing education				IDR
Dress professionally				IDR
Discuss the benefits of HOSA	I	D	R	M

VI. Textbooks:

Assisting in Long-Term Care, 7th Edition, Leann Miller; Mary Jo Mirlenbrink Gerlach, ISBN-13: 978-1-337-62507-4
Delmar Cengage Publishers, Inc.

Student Workbook to accompany Assisting in Long-Term Care, 7th Edition.

Simmers DHO Health Science 8th ed. Cengage ISBN-978-1-305-50951-1

Medical Terminology for Health Professions, 6th ed. Cengage ISBN-978-1-4180-7252-0

VII. Student Handout:

Course Description:

Senior year of the Academy of Health Sciences- Certified Nursing Assistant (CNA) course is an immersive experience in multiple aspects of the art and sciences of healthcare and an opportunity to earn a professional credential.

This approved course by the State of New Jersey Department of Health and Senior Services (NJDHSS), is designed to provide students with the skills necessary to meet the physical, physiological, and psychological needs of a resident. The objectives of the CNA course are to provide a learning experience required to obtain employment in the healthcare industry.

Each Certified Nurse Assistant course is comprised of 90 hours: 50 instructional (classroom) hours and 40 clinical laboratory hours. Successful completion of CNA coursework and clinicals allows students to be eligible for the New Jersey State CNA Exam.

Within this experience, the student will engage in excess of 25-hands-on, in-depth 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, 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. Beyond CNA coursework, students will engage in case studies and research projects exploring ethics, clinical judgment and evidence-based practice.

Upon successful completion of this course the student will be eligible to take the two-part New Jersey Certified Nursing Assistant Examinations (skills test and computer written examination). This will prepare students for employment in a long-term care facility.

Proficiencies:

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

- Explain the role of the nurse aide in the Long-Term Care Facility.
- Communicate with impaired residents.

Demonstrate basic infection control practices.
Wash hands properly.
Participate in fire and disaster drills.
Explain the environmental needs of the residents.
Prevent and/or treat heat/cold emergencies.
Meet basic psychosocial needs of elderly persons.
Assist a resident to bathe, dress, and move about.
Lift, move, transfer residents.
Ambulate residents.
Use a mechanical lift.
Use a walker, cane, a wheelchair.
Preform exercise programs.
Use gait/transfer belts properly.
Make beds; occupied and unoccupied.
Use a bed cradle properly.
Bathe a resident- bed, tub, shower.
Give perineal care and apply brief.
Give a back rub.
Observe and report changes of condition.
Provide daily grooming to residents.
Give hand and foot care.
Give oral hygiene care.
Provide denture care.
Provide skin care.
Provide care to prevent pressure sores.
Undress and dress residents.
Provide hair care.
Shave and/or give beard care.
Serve food and fluids and measure intake and output with accuracy.
Measure fluids accurately.
Measure vital signs.
Take temperatures orally and rectally.
Take axillary temperatures.

Take a radial pulse.
Take respirations.
Determine food consumption.
Assist a resident with elimination.
Assist residents to use the toilet.
Assist residents to use a bedpan.
Assist residents to use a urinal.
Empty the contents of a catheter bag.
Serve food and feed residents.
Provide daily grooming to residents.
Collect urine specimens.
Prepare for recreational therapy.
Assist in providing religious care.
Care for terminally ill residents.
Report and record observations.
Provide post – mortem care.
Explain the nurse's aide certification process.
Define and discuss continuing education.
Dress professionally.
Discuss the benefits of HOSA.