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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Describe the purposes and services of health care facilities/agencies. Explain the philosophy of person-directed care.Discuss the concepts of person-directed care.Contrast person-directed care with task-centered care.Explain how the CNA can apply the concepts of person-directed care. Discuss the impact of a person-directed care model on those involved.Identify the members of the Interdisciplinary Team.Discuss the purpose of an Interdisciplinary Team.Describe the role of each member of the Interdisciplinary Team. Discuss the crucial role of the CNA with the health care team/Interdisciplinary Team.Describe ways to enhance the ability of the Interdisciplinary Team to accomplish their purpose.Examine ways a CNA can become an effective team member.Demonstrate professional behaviors expected of a CNA.Describe work ethics for CNAs. Identify competency standards in CNA practice.Demonstrate effective interpersonal communication techniques.Describe methods the CNA can promote a resident’s independence in decision making.Examine ways the CNA can build effective interpersonal relationships with the person receiving care.Describe ways the CNA can promote the quality of life for persons in their care. Discuss the importance of the scope of practice for a CNA.Examine the legal limits of the CNA role.Explain the importance of a job description for a CNA.Explore the components of a CNA job description.List the five rights for the CNA when accepting delegation.Differentiate between the roles of the nurse and the CNA regarding the five rights of delegation.Give examples of nursing care tasks that may be assigned by the nurse. Discuss current state and federal regulations related to CNA certification.Explain how to access the Illinois Health Care Worker Registry. Explain the requirements for maintaining CNA certification on the Health Care Worker Registry. Discuss the purpose of the Health Care Worker Background Check.Discuss the disqualifying convictions. Develop awareness of resources to enhance career development for CNAs.Discuss career ladder options for CNAs.Know frequently used medical terminology and abbreviations.Describe the purpose of the health care record.List components of the health care record.Discuss pertinent information that should be reported to the nurse.Know the legal aspects of recording in the health care record.Discuss the requirements for recording in the health care record.Describe the 24 hour clock.Describe how the Interdisciplinary Team works together to develop an individualized plan of care.Define the nursing process.Differentiate the role of the CNA from the role of the nurse in the nursing process.List the steps of the nursing process.Differentiate between objective and subjective information.Discuss examples of subjective and objective information.Give examples of observations that need to be reported immediately to the nurse.Explain the responsibility of the nursing assistant reporting observations.Explain the importance of following the person’s individualized plan of care.Discuss the role of the CNA in developing a plan of care. | 1. **Functions of Health Care Organizations**
	1. Health Care Settings
		1. Long term care facilities
			1. Skilled
			2. Residential settings
		2. Hospitals
		3. Rehabilitation facilities
		4. Home health agencies
		5. Hospice care
		6. Other
	2. Person-Directed Care Across All Settings
		1. Philosophy
		2. Concepts
			1. Self determination
			2. Individual needs
			3. Ability focused
			4. Person before task
			5. Individualized choices
			6. Relationship building
			7. Holistic focused
			8. Spontaneous activities
		3. Changing the culture of caregiving
			1. Person-directed versus task-centered care
			2. Practices which reflect person-directed care
			3. Impact on caregivers
			4. Impact on elders
			5. Impact on health care facility
2. **The Interdisciplinary Team**
	1. Identify Members
		1. Person/Resident
		2. Nursing
			1. CNA
			2. LPN
			3. RN
		3. Other
	2. Purpose of the team
	3. Roles of members
	4. Effectiveness
3. **The CNA's Role Across Health Care Settings**
	1. Standards
		1. Professionalism
			1. Appearance
			2. Behaviors
		2. Work Ethics
			1. Qualities
			2. Legal implications
			3. Ethical behaviors
		3. Competency
			1. Standardized testing
			2. Maintaining safety
		4. Person-directed qualities
			1. Effective communicator
			2. Resident advocate
			3. Relationship builder
			4. Effective team player
	2. Scope of Practice
		1. Importance
		2. Legal limits
	3. Job description for the CNA
		1. Importance
		2. Components
	4. Delegation Issues:
		1. Importance
		2. Five rights
			1. Right task
			2. Right circumstance
			3. Right person
			4. Right direction/communication
			5. Right supervision
		3. Accepting delegation
4. **Nursing Assistant as a Para-professional**
	1. Certification Issues
		1. Health Care Worker Registry
			1. Accessing
			2. Updating information
			3. Maintaining certification
		2. Health Care Worker Background Check
			1. Purpose
			2. Disqualifying convictions
	2. Professional Development
		1. CNA organizations.
		2. Continuing education
	3. Career Ladders
5. **Information Sharing**
	1. Terminology and Abbreviations
	2. Health Care Record
		1. Purpose
		2. Components
	3. Reporting
		1. Purpose
		2. Requirements
	4. Recording
		1. Purpose
		2. Rules
		3. 24 hour clock
	5. Individualized Plan of Care
		1. Nursing process
		2. Steps
			1. Assessment
				1. Observation
				2. Signs and symptoms
			2. Nursing diagnosis
			3. Planning
				1. Purpose
				2. Resident/person involvement
				3. Development of personal goal
			4. Implementation
				1. Responsibilities of the CNA
				2. Importance of following plan of care
				3. Continuity in care giving
			5. Evaluation
				1. Follow up observation
				2. Report to nurse
				3. Following revised plan of care
		3. Role of the CNA
			1. Participate in development of a person-directed plan of care
			2. Resident care conferences
			3. Integration of services for the delivery of care
 | Reading AssignmentLectureClassroom DiscussionGroup ActivitiesMultimedia |

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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Identify basic human rights.Discuss importance of state and federal regulations in promoting resident rights.Describe the purpose of Health Insurance Portability and Accountability Act (HIPAA).Explain the CNA role in ensuring compliance with HIPAA.Identify resident rights according to Omnibus Budget Reconciliation Act (OBRA).Discuss how following the state and federal regulations enhances the resident’s quality of life.Discuss how following the state and federal regulations enhances the resident’s quality of care.Describe the purpose of the Ombudsman Program.Identify key concepts for person-directed care.Discuss ways to apply the concepts for person-directed care.Discuss the importance of building relationships with residents and family.Discuss principles of building relationships with resident and family.Discuss methods for building relationships.Discuss ways to promote care partnerships.Discuss strategies the CNA can use to support a culture of home.Examine the CNA role in promoting care partnerships.Differentiate between care practices that are person-directed versus an institutional model.Discuss some of the limitations the CNA may encounter focusing on person-directed care.Discuss the importance of cultural competence.Describe principles of cultural competence.Examine ways the culture of an elder may differ from the culture of the caregiver.Recognize the impact of the CNA’s views and values on the care provided.Describe the different types of abuse, neglect and theft that occur in the health care setting.Discuss ways that elder abuse, neglect and theft can be prevented.Describe indications of abuse, neglect and theft.Explain the CNA’s role in reporting elder abuse, neglect and theft.Discuss requirements for reporting abuse, neglect and theft.Discuss consequences of abusing, neglecting or stealing from a resident.Explain the importance of holistic care.Describe the components of holistic care.Describe the impact physical changes may have on a person’s self-image.Discuss the psychological effects of loss on the elder.Discuss the impact of aging on the family.Describe how elders are viewed in society.Discuss ways to meet the basic human needs of the elder.Describe ways the CNA can implement practices to provide holistic care.List the components of communication.Describe principles of communication.Identify the types of communication.Distinguish between verbal and non-verbal communication.Describe the appropriate use of touch in communication.Identify effective techniques for enhancing communication.Discuss barriers in the communication process. Discuss the CNA’s responsibility for effective communication.Describe professional boundaries in relationships with residents.Discuss the importance of developing therapeutic relationships.Discuss the importance of building relationships within the health care team.Describe appropriate relationship boundaries for a CNA as a member of the health care team. | 1. **Rights**
	1. Basic Human Rights
	2. State and Federal Regulations
		1. Health Insurance Portability and Accountability Act (HIPAA)
			1. Purpose
			2. CNA role
		2. Omnibus Budget Reconciliation Act (OBRA)
			1. Resident rights
			2. Resident behaviors and facility practice
			3. Quality of life
			4. Quality of care
		3. Ombudsman Program (Older Americans Act)
		4. Other
	3. Person-Directed Care
		1. Building relationships
			1. Importance
			2. Principles
				1. Trust
				2. Respect
				3. Commitment
				4. Other
			3. Methods
		2. Care partnerships
			1. Methods
				1. Know the person
				2. Empowerment
				3. Respect choices
				4. Support independence
				5. Ability focused
			2. Support a culture of home
				1. Individual creativity
				2. Personal preferences
				3. Person before task
			3. CNA role
	4. Cultural Competence
		1. Importance
		2. Principles
		3. Differences
			1. Generational
			2. Communication
			3. Family
			4. Religion
			5. Customs
			6. Other
		4. Caregiver role
	5. Abuse, Neglect and Theft
		1. Types
		2. Prevention
		3. Detection
		4. Reporting
		5. Consequences
2. **Holistic Care**
	1. Components
		1. Physical
		2. Social
		3. Psychological
		4. Spiritual
		5. Other
	2. Culture of Aging
		1. Physical changes
		2. Psychosocial changes
			1. Family culture
			2. Societal views
			3. Developmental tasks of the elder
	3. Implementing Evidence Based Practices
		1. Basic human needs
		2. Other
3. **Communication**
	1. Components
	2. Principles
	3. Types of Communication
		1. Verbal
		2. Non-verbal
		3. Touch
	4. Effective Techniques
		1. Active listening
		2. Focusing on feelings
		3. Providing feedback
		4. Observing non-verbal clues
		5. Defusing anger
		6. Other
	5. Communication Barriers
		1. Language
		2. Culture
		3. Perceptions
		4. Situation
		5. Other
4. **Interpersonal Relationships**
	1. Resident
		1. Appropriateness
		2. Therapeutic
	2. Relationships within the Health Care Team
		1. Building relationships
		2. Professional boundaries
 | Reading AssignmentLectureClassroom DiscussionGroup ActivitiesMultimedia |

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| Upon completion of this unit of instruction the student will be able to:Define the key terms identified in this module.List the different types of microorganisms.List the requirements that microorganisms need for survival and growth.Differentiate between non-pathogens and pathogens.Describe the role normal flora play in resisting infection.Explain the importance of practicing asepsis in order to decrease a person's chance of developing a facility acquired infection.Identify common microbes that are drug resistant.Describe the implications of drug resistant microbes.Explain the role that each link in the chain of infection plays in transmitting disease.Identify factors that increase a person's risk of acquiring an infection.List the signs and symptoms of infection.Describe presenting signs and symptoms of a person with an infection.List ways a CNA can prevent the spread of infection.Differentiate between clean and sterile techniques.Describe principles for medical Asepsis.Discuss the role of the CNA in meeting current state and federal regulations related to infection control in health care settings.Identify situations requiring hand hygiene techniques.Describe techniques for proper hand hygiene.Demonstrate proper hand hygiene techniques.Discuss the impact of isolation on a person’s well-being.Differentiate between standard precautions and transmission-based precautions.Contrast nursing care for persons with each category of transmission-based precautions.Select the appropriate Personal Protective Equipment (PPE) for both standard and transmission-based precautions.Demonstrate procedures according to established guidelines for PPE.Demonstrate procedure of removing PPE used in isolation.Discuss methods of disinfection.Discuss methods of sterilization.Explain the role of the CNA in properly caring for equipment and supplies. | 1. **Infection Control Issues**
	1. Microorganisms
		1. Types
		2. Requirements for growth
		3. Categories
			1. Non-pathogens
			2. Pathogens
			3. Normal flora
			4. Facility acquired infection
				1. Hospital acquired infection
				2. Community acquired infection
			5. Drug resistant organisms
	2. Chain of Infection
		1. Links of the chain of infection
		2. Persons at risk
	3. Signs & Symptoms of Infection
		1. Pain
		2. Heat
		3. Redness
		4. Swelling
		5. Change in resident behavior
		6. Other
	4. Asepsis in Healthcare
		1. Importance
		2. Principles
	5. State and Federal Regulations
		1. Resident rights
		2. Resident behaviors and facility practices
		3. Quality of life
		4. Quality of care
			1. OSHA
			2. CDC
	6. Skills in Hand Hygiene:
		1. Hand washing
			1. Purpose
			2. Procedure
		2. Waterless cleansers
			1. Purpose
			2. Procedure
	7. Skills in Isolation Techniques:
		1. Impact on the person
		2. Indications
			1. Standard precautions
			2. Transmission-based precautions
		3. Personal Protective Equipment (PPE)
		4. Procedures
			1. Gloving
			2. Gowning
			3. Masking
			4. Eye protection
			5. Double-bagging
2. **Equipment and Supplies**
	1. Disinfection
	2. Sterilization
	3. Care of Equipment and Supplies
		1. Reusable
		2. Disposable
		3. Storage
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaLab practiceClinicalDemonstrationStudent return-demonstrationCompetency Test  |

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| Upon completion of this unit of instruction the student will be able to:Define the key terms identified in this module.List the three main types of fire.List the 3 elements necessary for a fire.Describe risk factors for a fire.Explain safety precautions when oxygen is in use.Describe the responsibility of the CNA in fire prevention.Describe the actions a CNA should take in the event of a fire.Demonstrate the proper use of a fire extinguisher.List methods other than a fire extinguisher that may be utilized to extinguish a fire.Describe appropriate actions of the CNA in response to natural disasters.Describe appropriate actions of the CNA in response to man-made disasters.Explain the role of the CNA in relation to emergency preparedness.Differentiate between partial airway obstruction and complete airway obstruction.Demonstrate the procedure for dislodging a foreign body in conscious and unconscious victims.Identify the responsibility of the CNA when assisting a resident who has fallen.Identify the responsibility of the CNA when a resident has eloped.Identify the responsibility of the CNA when a resident has sustained a thermal injury.Identify the responsibility of the CNA when a resident has a skin tear or bruise.Identify the responsibility of the CNA when a resident has ingested a harmful substance.Identify the role of the CNA in providing psychosocial support after an incident/emergency.Review current state and federal regulations pertaining to resident rights during an emergency. | 1. **Fire Safety**
	1. Types
		1. Oil/grease
		2. Electrical
		3. Paper/wood
	2. Fire Prevention
		1. Necessary elements
		2. Risk factors
			1. O2
			2. Impaired cognition
			3. Electrical hazards
			4. Smoking
		3. Responsibility of CNA
	3. Fire Response
		1. Initial actions
			1. R.A.C.E.
			2. P.A.S.S.
		2. Extinguishing a Fire
			1. Use of extinguisher
			2. Other methods
2. **Disasters**
	1. Natural
		1. Storm/tornado
		2. Severe weather
		3. Floods
		4. Earthquake
	2. Man-Made
		1. Bomb threats
		2. Terrorist attacks
		3. Other
	3. Emergency Preparedness
3. **Foreign Body Airway Obstruction**
	1. Types
		1. Partial obstruction
		2. Complete airway obstruction
	2. Response
		1. Conscious victim
		2. Unconscious victim
4. **Incidents**
	1. Types

FallsElopementThermal injurySkin tears/bruisingPoisoningOther* 1. Response
1. **State and Federal Regulations**
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaProcedure demonstrationLab practiceStudent return-demonstrationCompetency Test |

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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Discuss current state and federal regulations related to risk management.Explain the role of the CNA in meeting current state and federal regulations pertaining to injury.Discuss the role of Occupation Safety and Health Administration (OSHA) in relation to injury prevention.Explain the purpose of the Material Safety Data Sheets (MSDS).Explain the importance of ergonomics to the healthcare worker.Describe risk factors for the CNA that may contribute to injury.Explain the principles of body mechanics.Discuss techniques to ensure proper body mechanics.Describe equipment to assist in promoting body mechanics.Demonstrate consistent use of body mechanics while providing care.Discuss the importance of maintaining safety for the resident.Identify factors in the elderly that contribute to an increased risk for injury.Determine the CNA’s responsibility regarding prevention of safety issues.Explain the purpose of a restraint.Analyze the adverse psychological and physical effects of restraining a resident.Explain how to maintain resident’s rights when a safety device or restraint must be applied.Discuss the legal implications of restraint usage.Discuss right of a resident not to be restrained.Discuss industry movement toward restraint free environments.Explore the various alternatives to applying restraints.Demonstrate application of a less restrictive alternative.Recognize when a device is considered a restraint.Compare and contrast chemical and physical restraints with less restrictive alternatives and positioning devices.Demonstrate application of a restraint with quick release tie.Examine the responsibilities of the CNA in maintaining resident safety.Describe environmental factors that impact personal safety in the workplace.Discuss the various types of violence encountered in the work environment.Explain risk factors for violence in the workplace.Discuss techniques to decrease the likelihood of encountering workplace violence.Discuss the responsibility of the CNA for assuring safe use of equipment.Examine the importance of proper reporting of unsafe equipment.Describe various types of documentation required when safety infractions have occurred.Discuss the responsibility of the CNA for documenting problems related to safety. | 1. **Risk Management**
	1. State and Federal Regulations
		1. Resident rights
		2. Resident behaviors and facility practices
		3. Quality of life
		4. Quality of care
	2. Ergonomics
		1. Importance
		2. Risk factors for injury
		3. Body mechanics
			1. Principles
			2. Techniques
			3. Equipment
2. **Resident safety**
	1. Importance
	2. Risk factors in Elderly
	3. Safety Issues

FallsElopementResident identificationThermal injurySkin tearsChokingPoisoningOther* 1. Restraint Safety
		1. Impact on person
		2. Legal implications
		3. Less restrictive alternatives
			1. Environmental adaptations
			2. Postural supports/positioning devices
			3. Reminder devices
		4. Types
			1. Chemical
			2. Physical
	2. CNA Responsibilities in Injury Prevention
		1. Person-directed strategy
		2. Observation
			1. Actual risk
			2. Potential risk
		3. Documentation
		4. Reporting
1. **Personal Safety**
	1. Environmental
	2. Workplace Violence
		1. Types
		2. Risk factors
		3. Prevention
2. **Equipment Safety**
	1. Responsibility of the CNA
	2. Reporting
3. **Documentation**
	1. Types
		1. Incident report
		2. Other
	2. Responsibility of the CNA
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaLab practiceClinicalDemonstrationStudent-return demonstrationCompetency Test |

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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Explain why a comfortable environment is important a person’s well-being.Identify the environmental factors which can affect a person’s comfort in his or her living space.Discuss the importance of personal belongings in the person’s environment.Discuss the role of furniture and equipment in residential living spaces.Discuss safety issues when operating a bed.Demonstrate how to operate a bed.Examine reasons for use of various bed positions.Demonstrate placing a hospital bed in various positions.Explain how the overbed table is used by the healthcare team.Explain how the overbed table is used by the resident.Demonstrate how to raise and lower the overbed table.Describe how the bedside stand is used by the health care team.Describe how the bedside stand is used by the resident.Explain why curtains and screening devices are important for the purposes of privacy.Identify the limitations of curtains and screening devices.Identify other equipment which is generally part of a resident’s room.Explain the rules for proper maintenance of the resident’s living space.Demonstrate prompt response to signal lights or call system devices.Explain various types of call systems.Identify the rules for call system use.Discuss use of alternatives if call system fails.Explain the importance of bed making for the person’s comfort and well-being.Discuss how to encourage resident’s personal preferences for bed making.Identify the person’s preferences when handling personal linens.Explain aseptic technique when handling linens.Demonstrate aseptic technique when handling linens.Discuss the guidelines for making beds.Explain the difference between an unoccupied bed and an occupied bed.Demonstrate making a closed bed according to established standards.Demonstrate making an open bed according to established standards.Demonstrate making an occupied bed according to established standards.Examine the importance of frequent observations of the resident and his/her living space.Demonstrate consistent maintenance of resident’s comfort and safety.Discuss admission procedures.Compare and contrast admission to various types of healthcare settings.Discuss the emotional responses a person may experience when admitted to a health care facility.Identify the equipment needed to admit a person.Describe the process for admitting a person to the facility.Recognize the CNA role in the care of a person being admitted.Discuss room transfers.Identify the need for room transfers.Discuss the emotional responses a person may experience when transferred to a different room.Describe the process used to transfer a resident from one room to another.Recognize the CNA role in the care of a person transferring to a different room.Discuss the strategies the CNA uses to support a smooth transition to another room.Discuss discharge procedures.Identify places where a person may be discharged.Discuss the emotional responses a person may experience when being discharged to various facilities.Describe the process for discharging a resident.Recognize the CNA role in the care of the person being discharged.Identify the purpose of obtaining a height.Demonstrate obtaining a person’s height according to established standards.Identify the purpose of obtaining a weight.Explain the principles involved in obtaining a weight.Demonstrate obtaining a person’s weight according to established standards.Explain the importance of recognizing psychosocial concerns.Discuss psychosocial concerns common to residents.Describe common behaviors associated with how a person is feeling.  Recognize the CNA’s role in meeting the resident’s psychosocial needs.Recognize indicators that a resident is not comfortable.Recognize the CNA’s role in maintaining a person’s comfort.Discuss the importance of identifying when a person is experiencing pain.Recognize indicators of a person experiencing pain.Compare various methods used for pain level evaluation.Examine non-pharmacological methods a CNA may use to assist a person in managing his/her pain.Recognize the CNA role in caring for a person experiencing pain.Explain the organization of the human body.Identify the structures of the integumentary system.Identify the functions of the integumentary system.Discuss how age-related changes in the skin may affect a person’s life.Discuss the importance of maintaining health skin.Describe factors affecting the maintenance of healthy skin.Recognize the CNA’s role in promoting healthy skin.Identify various skin conditions.Discuss common communicable diseases affecting the skin.Discuss common injuries to the skin.Examine various methods to prevent skin injuries.Identify the persons at risk for developing pressure ulcer.Identify the stages of pressure ulcers.List the sites where pressure ulcers are likely to develop.List the causes of pressure ulcers.Explain interventions the CNA can take to prevent pressure ulcers.Describe various treatments for pressure ulcers.Examine various actions taken by the CNA to care for the person with skin abnormalities.Recognize the CNA’s role in preventing pressure ulcers.Demonstrate consistency in maintaining residents’ rights including dignity when providing personal care skills.Explain why oral hygiene helps meet the person’s basic needs.Identify the supplies needed for oral hygiene.Demonstrate how to assist the person to brush his/her teeth according to established standards.Demonstrate how to brush a person’s teeth according to established standards.Describe how to floss a person’s teeth according to established standards.Describe the special measures a CNA needs to practice when handling dentures.Demonstrate cleaning of dentures according to established standards.Demonstrate insertion of dentures.Demonstrate removal of dentures.Describe the special measures that need to be taken when providing oral care for the unconscious resident.Explain when oral care should be given to the unconscious resident.Describe how to perform oral care on an unconscious resident according to established standards.Recognize the CNA’s role when providing oral hygiene.Explain why bathing is important for meeting basic needs.Identify the factors that influence the bathing method chosen by a person and the healthcare team.Discuss the bathing schedule.Compare various types of skin care products.Recognize the CNA’s role in the application of skin care products.Describe the procedural steps for various types of bathing.Perform a complete bed bath according to established standards.Demonstrate giving a partial bed bath according to established standards.Explain procedure used when assisting a person to take a tub bath according to established standards.Demonstrate procedure used when assisting a person to take a shower according to established standards.Discuss alternatives to traditional bathing methods.Recognize the CNA’s role in bathing the resident.Define the CNA’s role in the application of non-prescribed versus prescribed skin care products.Identify the purpose of a back massage.Demonstrate a back massage according to established standards.Explain the purpose of perineal care.Discuss the indications for perineal care.Demonstrate female perineal care according to established guidelines.Demonstrate male perineal care according to established guidelines.Recognize the role of the CNA in providing perineal care.Identify the importance of providing hair care.Demonstrate brushing and combing hair according to established standards.Explain various methods of shampooing hair.Recognize the CNA’s role in providing hair care.Explain the importance of shaving as it relates to meeting basic needs.Demonstrate a shave according to established standards.Recognize the CNA’s role in shaving a resident.Identify the importance of nail care.Discuss nail care for persons with special conditions.Demonstrate nail care according to established standards.Differentiate between nail care for hands and feet.Recognize the CNA’s role in providing nail care to the resident.Identify the importance of being appropriately dressed.Demonstrate dressing and undressing a person according to established standards.Describe special considerations in dressing and undressing.Discuss the impact of appropriate dress on a person’s quality of life and comfort.Recognize the CNA’s role in dressing and undressing a resident.Identify various types of applications.Compare and contrast moist and dry applications.Explain the purpose of heat applications.Explain the principles involved in the application of heat.Describe the effects of heat applications.Explain the purpose of cold applications.Explain the principles involved in the application of cold.Describe the effects of cold applications.Describe the procedure used for various applications.Identify person at risk for complications associated with various applications. Recognize the CNA’s role in caring for a person receiving therapeutic application.Describe the structures of the musculoskeletal system.Describe the types of bones.Describe the function of a joint.Describe the types of joints.Identify the major functions of muscles.Describe the types of muscles.Discuss how age-related changes in the musculoskeletal system may affect a person’s life.Identify the complications of immobility.Explain why it is important to prevent complications from bed rest.Identify interventions to prevent complications of immobility.Identify types of arthritis.Recognize the CNA’s role in caring for the person with arthritis. Identify types of fractures.Describe common causes of fractures including osteoporosis.Recognize the CNA’s role in caring for the person in a cast.Recognize the CNA’s role in caring for the person in traction.Recognize the CNA’s role in caring for the person who has had a hip fracture.Recognize the CNA’s role in caring for a person who has had a hip replacement.Recognize the CNA’s role in caring for the person with osteoporosis.Identify common causes of amputations.Describe the impact of an amputation on a person’s life.Recognize the CNA’s role in caring for the person with an amputation.Identify the purpose of range of motion.Explain the safety and comfort guidelines for range of motion exercises.Identify types of range of motion exercises.Describe the movements of range of motion exercise.Demonstrate range of motion exercises according to established standards.Recognize the CNA’s role in performing range of motion exercises.Identify the purpose of prosthetic and orthotic devices.Describe the types of prosthetic and orthotic devices.Describe how to apply and remove various prosthetic and orthotic devices.Recognize the CNA’s role in the application of prosthetic and orthotic devices.Identify the principles of lifting and moving.Demonstrate various methods for turning a person on his/her side.Demonstrate various methods for moving a person to the head of the bed.Demonstrate various methods for moving a person to the side of the bed.Demonstrate various types of lifts, including mechanical.Recognize the CNA’s role in lifting and moving.Identify the purpose of repositioning.Explain the principles of repositioning.Demonstrate various types of positions according to established standards.Recognize the CNA’s role in repositioning the resident.Explain the principles of transferring a person safely.Discuss the various types of transfers.Demonstrate various procedures for transferring a resident using a transfer/gait belt.Demonstrate proper application of a transfer/gait belt.Demonstrate various procedures for transferring a resident using a mechanical lift.Demonstrate various procedures for transferring a resident to a stretcher.Recognize the CNA’s role in transferring a resident.Discuss the importance of ambulation.Explain the principles of ambulating.Describe assistive devices utilized for ambulation.Demonstrate various ambulation techniques according to established standards.Recognize the CNA’s role in ambulating a resident.Explain the principles of transporting.Demonstrate various methods of transporting according to established standards.Recognize the CNA’s role in transporting the resident.Identify the structures of the gastrointestinal system.Identify the functions of the gastrointestinal system.Discuss how age-related changes in the gastrointestinal system may affect a person’s life.Identify the importance of nutrition.Discuss healthy nutrition based on the daily requirements.Identify basic food groups.Discuss factors affecting a person’s nutrition.Identify the importance of hydration.Explain the principles of hydration.Discuss factors affecting a person’s hydration.Identify the purpose of therapeutic diets/nourishments.Explain the principles of therapeutic diets/nourishments.Describe the various types of therapeutic diets.Identify the various types of supplements and nourishments.Recognize the CNA’s role in caring for the person receiving a therapeutic diet/nourishment.Identify the importance of creating a positive dining experience.Explain the principles involved in the dining experiences.Describe methods of creating a person-directed dining experience.Discuss types of dining experiences.Recognize the CNA’s role in supporting the dining experience.Identify the importance of providing assistance during dining.Explain the principles involved in providing assistance during dining.Demonstrate safety measures when assisting with the dining experience.Demonstrate assisting person to eat according to established standards.Demonstrate adaptations for assisting a person with special needs.Recognize indications of dysphagia.Recognize indications of squirreling or pocketing food.Recognize indications of aspiration.Demonstrate aspiration precaution.Recognize the CNA’s role in assisting with the dining experience.Identify the characteristics of normal bowel elimination.Identify the resident’s normal bowel habits/patterns.Discuss the factors affecting bowel elimination.Discuss how aging changes affect bowel elimination.Describe common health concerns associated with bowel elimination.Recognize the CNA’s role regarding bowel elimination.Demonstrate assisting a resident with bowel elimination according to established standards.Describe the procedures for collecting a stool specimen.Identify the structures of the urinary system.Identify the functions of the urinary system.Discuss how age-related changes in the urinary system may affect a person’s life.Describe common health concerns associated with urinary elimination.Explain the purpose of measuring intake and output.Describe the guidelines for intake and output.Demonstrate the measurement of intake and output according to established standards.Recognize the CNA’s role in caring for the person on intake and output.Identify characteristics of normal urinary elimination.Identify resident’s urinary habits/patterns for elimination.Discuss factors affecting urinary elimination.Demonstrate the procedure for assisting a resident to use a urinal.Demonstrate the procedure for assisting a resident to use a bedpan.Demonstrate the procedure for assisting a resident to use a commode or toilet.Describe the use of various incontinent products.Identify types of urinary incontinence.Describe methods of prevention for urinary incontinence.Describe the CNA’s role in the care of the incontinent resident.Discuss the purpose of urinary catheters. Describe the types of urinary catheters.Describe the CNA’s role in caring for a resident with an indwelling urinary catheter.Describe the procedures for collecting various urinary specimens.Recognize the CNA’s role in regards to urinary elimination. Identify the structures of the reproductive system.Identify the functions of the reproductive system.Discuss how age-related changes in the reproductive system may affect a person’s life.Differentiate between sex and sexuality.Discuss promoting sexuality.Recognize the importance of maintaining sensitivity related to a person’s sexuality.Discuss ways that a person may inappropriately express sexuality.Describe interventions that may be utilized by the CNA when caring for sexually aggressive residents.Describe interventions that may be used by the CNA when caring for residents who display inappropriate sexually explicit public behaviors.Define Sexually Transmitted Diseases.Identify the various types of Sexually Transmitted Diseases.Describe the signs and symptoms of the various Sexually Transmitted Diseases.Recognize the CNA’s role in caring for the person with a Sexually Transmitted Disease.Identify the structures of the cardiovascular system.Identify the functions of the cardiovascular system.Discuss how age-related changes in the cardiovascular system may affect a person’s life.Identify the signs and symptoms of various cardiovascular diseases.Recognize the CNA’s role in caring for the person with cardiovascular disease.Discuss dietary modification related to cardiovascular diseases.Describe the role of the CNA in the application and removal of anti-embolism stockings (TED hose).Identify the structures of the respiratory system.Identify the functions of the respiratory system.Discuss how age-related changes in the respiratory system may affect a person’s life.Identify various types of Chronic Obstructive Pulmonary Disease (COPD).Discuss the psychosocial needs of the resident with COPD.Describe the signs and symptoms of various respiratory illnesses.Recognize the CNA’s role in caring for the person with respiratory illnesses.Identify the purpose of oxygen therapy.Explain the principles involved in oxygen therapy.Identify the types of oxygen delivery.Recognize the CNA’s role in caring for the person receiving oxygen therapy.Identify the purpose of artificial ventilation.Recognize the CNA’s role when caring for the person with a ventilator.Identify the purposes of sputum collection.Explain procedure used when collecting a sputum specimen.Identify the purpose of measuring temperature.Identify the types of thermometers.Identify sites where temperatures may be measured.Demonstrate obtaining an oral temperature according to established standards. Identify the purpose of measuring the pulse.Identify the sites where a pulse may be measured.Demonstrate obtaining a pulse according to established standards.Identify the purpose of measuring respirations.Discuss various respiratory patterns.Demonstrate obtaining respirations according to established standards.Identify the purpose of measuring a blood pressure.Explain the principles involved in obtaining a blood pressure.Demonstrate obtaining a blood pressure according to established standards.Recognize the CNA’s role in measuring vital signs.Discuss the purpose of performing cardiopulmonary resuscitation (CPR).Explain the principles involved in providing CPR.Demonstrate the performance of CPR including one rescuer adult, child and infant CPR and two rescuer adult, child and infant CPR.Demonstrate the performance of foreign airway obstruction for adult, child and infant victims.Recognize the CNA’s role related to CPR.Identify the structures of the nervous system.Identify the functions of the nervous system.Discuss how age-related changes in the nervous system may affect a person’s life.Discuss the signs and symptoms of various nervous disorders.Identify various types of traumatic injuries.Describe the signs and symptoms of various traumatic injuries.Identify communication problems resulting from hearing disorders.Discuss communication strategies when caring for a resident with a hearing disorder.Identify special concerns associated with caring for a resident with a visual disorder.Discuss ways the CNA can promote independence of the person with a visual disorder.Recognize the CNA’s role in caring for the person with various nervous system disorders.Identify the purpose of hearing aids/instruments.Discuss the various types of hearing aids/instruments.Explain the care of the hearing aid/instrument.Explain the insertion and removal of the hearing aid/instrument.Recognize the CNA’s role in caring for a person with a hearing aid/instrument.Identify the purpose of visual aids. Discuss the various types of visual aids.Explain the care of visual aids.Recognize the CNA role in caring for a person with visual aids. | 1. **Resident Living Space**
	1. Importance
	2. Factors
		1. Environmental
		2. Examples of personal belongings
	3. Furniture and Equipment
		1. Bed
			1. Safety issues
			2. Operation
			3. Positions
		2. Overbed table
			1. Staff uses
			2. Resident’s uses
		3. Bedside stand
			1. Staff uses
			2. Resident uses
		4. Curtains or screening devices
			1. Uses
			2. Limitations
		5. Other
			1. Chairs
			2. Personal care equipment
			3. Personal display space
			4. Closet and drawer space
	4. Maintenance
	5. Call System Devices
		1. Types
		2. Rules
		3. Alternatives
	6. Bed Making
		1. Importance
			1. Care and comfort
			2. Personal preferences
			3. Care of personal linens
		2. Linens
			1. Aseptic technique
				1. Clean
				2. Soiled
			2. Demonstration
		3. Guidelines
		4. Types
			1. Unoccupied bed
				1. Closed
				2. Open
			2. Occupied bed
	7. Safety and Comfort Check
		1. Side rails
		2. Bed position
		3. Call light
		4. Safety alarms
		5. Personal items
		6. Linens
		7. Personal preferences
		8. Other
2. **Admission, Transfer, Discharge**
	1. Admission
		1. Types
			1. Long term care
			2. Hospital
			3. Other
		2. Emotional responses
		3. Person-directed process
			1. Orientation
			2. Equipment
			3. Valuables
		4. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	2. Room Transfers
		1. Need for transfers
			1. Financial
			2. Roommate incompatibility
			3. Change of condition
			4. Other
		2. Emotional responses
		3. Process
		4. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	3. Discharge
		1. Discharge options
		2. Emotional responses
		3. Procedure
		4. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	4. Skills: Height and Weight
		1. Height
			1. Purpose
			2. Procedure
				1. Lying
				2. Standing
		2. Weight
			1. Purpose
			2. Types of Scales
			3. Procedure
				1. Sitting
				2. Standing
				3. Lying
				4. Lifts
3. **Psychosocial Concerns**
	1. Importance
	2. Types
		1. Depression
		2. Anxiety
		3. Fear
		4. Other
	3. Signs and Symptoms
	4. CNA Role
		1. Person-directed strategies
		2. Observations
		3. Documentation
		4. Reporting
4. **Promoting Resident Comfort and Managing Pain**
	1. Comfort
		1. Importance
		2. Indicators
		3. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	2. Pain
		1. Indicators
		2. Pain level management
		3. Non-pharmacological interventions
			1. Massage
			2. Imagery
			3. Relaxation technique
			4. Music
			5. Pet therapy
			6. Other
		4. CNA role
			1. Person directed strategies
			2. Observations
			3. Documentation
			4. Reporting
5. **Body Structure**
	1. Cells
	2. Tissue
	3. Organs
	4. Systems
6. **Integumentary System**
	1. Structures
	2. Functions
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Healthy Skin
		1. Importance
		2. Factors
		3. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	5. Common Health Concerns
		1. Conditions
			1. Too moist
			2. Too dry
			3. Poor “skin” turgor
			4. Alterations in color
			5. Fragility
			6. Allergic reactions
			7. Other
		2. Communicable Diseases
			1. Shingles
			2. Scabies
			3. Fungal infections
			4. Pediculosis
			5. Other
		3. Injuries
			1. Skin tears
			2. Contusions
			3. Burns
			4. Prevention
			5. Other
	6. Pressure Ulcer
		1. Persons at risk
		2. Stages
		3. Sites
		4. Causes
		5. Prevention
		6. Treatment modalities
		7. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	7. Skills
		1. Oral Hygiene
			1. Purpose
			2. Supplies
			3. Procedure
				1. Brushing teeth
				2. Flossing teeth
				3. Denture care
				4. Oral care for the unconscious
			4. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		2. Bathing
			1. Purpose
			2. Bathing methods
			3. Schedule
			4. Skin care products
			5. Procedures
				1. Complete bed bath
				2. Partial bath
				3. Tub bath
				4. Shower
				5. Alternatives to traditional bathing
			6. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		3. Back Massage
			1. Purpose
			2. Procedure
		4. Perineal Care
			1. Purpose
			2. Indications
			3. Procedures
				1. Female perineal care
				2. Male perineal care
			4. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		5. Hair Care
			1. Importance
			2. Procedure
				1. Brushing/Combing
				2. Shampooing
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		6. Shaving
			1. Importance
			2. Procedure
				1. Electric
				2. Non-electric
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		7. Nail Care
			1. Importance
			2. Special conditions
				1. Diabetic
				2. Impaired circulation
				3. Fungus
				4. Other
			3. Procedure
			4. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		8. Dressing and Undressing
			1. Importance
			2. Procedure
			3. Special considerations
				1. Physical limitations
				2. Medical equipment
				3. Special needs
			4. Appropriate clothing
			5. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		9. Applications
			1. Types
				1. Moist/Dry
				2. Hot

PurposePrinciplesEffects* + - * 1. Cold

PurposePrinciplesEffects* + - 1. Procedures
				1. Hot
				2. Cold
			2. Safety
				1. Persons at risk
				2. Complications
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
1. **Musculoskeletal System**
	1. Structures
		1. Bones
			1. Function
			2. Types
		2. Joints
			1. Function
			2. Types
		3. Muscles
			1. Function
			2. Types
	2. Functions of the Musculoskeletal System
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Complications of Immobility
		1. Contractures
		2. Atrophy
		3. Other
	5. Prevention of Complications
		1. Importance
		2. Interventions
	6. Common Health Concerns
		1. Arthritis
			1. Types
			2. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		2. Fractures
			1. Types
			2. Causes
			3. Treatment modalities
			4. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		3. Amputation
			1. Causes
			2. Impact
				1. Physical
				2. Emotional
				3. Other
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
	7. Skills
		1. Range of Motion Exercises.
			1. Purpose
			2. Guidelines
			3. Types
				1. Active
				2. Passive
				3. Active-assistive
			4. Range of motion exercises
				1. Abduction
				2. Adduction
				3. Extension
				4. Flexion
				5. Plantar flexion
				6. Dorsi-flexion
				7. Opposition
				8. Internal rotation
				9. External rotation
				10. Pronation
				11. Supination
			5. Procedure
			6. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		2. Prosthetic and Orthotic Devices
			1. Purpose
			2. Types
			3. Application & removal
			4. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		3. Lifting & Moving
			1. Principles
			2. Procedures
				1. Turning on side
				2. Moving to head of the bed
				3. Moving to the side of the bed
				4. Using a mechanical lift for moving
				5. Other
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		4. Repositioning
			1. Purpose
			2. Principles
			3. Types
			4. Procedures
			5. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		5. Transfers
			1. Principles
			2. Procedures
				1. Transfer/gait belt
				2. Mechanical lift
				3. Stretcher
				4. Other
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		6. Ambulating
			1. Importance
			2. Principles
			3. Types of assistive devices
				1. Transfer/gait belts
				2. Walkers
				3. Canes
				4. Other
			4. Procedures
			5. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
		7. Transporting
			1. Principles
			2. Methods
			3. CNA role
				1. Person-directed strategies
				2. Observations
				3. Documentation
				4. Reporting
2. **Gastrointestinal System**
	1. Structures
	2. Functions
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Basic Nutrition
		1. Importance
		2. Minimum daily requirements guidelines
		3. Factors affecting
	5. Hydration
		1. Importance
		2. Principles
		3. Factors affecting
	6. Therapeutic Diets/Nourishments
		1. Purpose
		2. Types of diets
		3. Supplemental nourishments
			1. Importance
			2. Types
		4. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	7. Dining Experience
		1. Importance
		2. Principles
		3. Person-directed
		4. Types
			1. Restaurant style
			2. Buffet
			3. Other
		5. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reportin
	8. Assisting with the Dining Experience
		1. Principles
			1. Positioning
			2. Prep and set up
			3. Assistive devices
			4. Other
		2. Serving the meal
			1. Safety
			2. Presentation
		3. Assisting with eating
			1. Procedure
			2. Special needs
				1. Visual impairment
				2. Cognitive impairment
				3. Other
		4. Special Concerns
			1. Dysphagia
				1. Swallowing techniques
				2. Thickened liquids
			2. Squirreling (pocketing)
			3. Aspiration
			4. Enteral nutrition
			5. Other
		5. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	9. Bowel Elimination
		1. Characteristics
		2. Patterns
		3. Factors affecting
		4. Age-related changes
			1. Physical
			2. Psychological
			3. Social
		5. Common health concerns
			1. Constipation
			2. Diarrhea
			3. Other
		6. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
		7. Procedures
			1. Bedpans
			2. Commodes
			3. Briefs
			4. Incontinent care
			5. Specimens
			6. Other
3. **Urinary System**
	1. Structures
	2. Function
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Common Health Concerns
		1. UTI
		2. Incontinence
		3. Other
	5. Intake and Output
		1. Purpose
		2. Guidelines
			1. Restrict
			2. Encourage
			3. NPO
		3. Procedures
		4. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	6. Urinary Elimination
		1. Characteristics
		2. Patterns
		3. Factors affecting
		4. Assisting with elimination
			1. Urinal
			2. Bedpan
			3. Commode/toilet
			4. Incontinent products
		5. Incontinence
			1. Types
			2. Causes
			3. Prevention
			4. Care
		6. Catheters
			1. Purpose
			2. Types
			3. Care
		7. Specimens
			1. Types
			2. Purpose
			3. Procedure
		8. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
4. **The Reproductive System**
	1. Structures
		1. Male
		2. Female
	2. Functions
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Sexuality
		1. Promoting
			1. Importance
			2. Approaches
		2. Sensitivity
			1. Elder relationships
			2. Sexual orientation
		3. Inappropriate Expression
			1. Sexual aggression
			2. Public displays
	5. Common Health Concerns
		1. Sexually Transmitted Diseases
			1. Define
			2. Types
			3. Signs and symptoms
		2. CNA Role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
5. **The Cardiovascular System**
	1. Structure
	2. Function
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Common Health Concerns
		1. Hypertension
		2. Coronary Artery Disease
		3. Angina Pectoris
		4. Myocardial Infarction
		5. Congestive Heart Failure
		6. Other
	5. CNA role
		1. Person-directed strategies
		2. Observations
		3. Documentation
		4. Reporting
	6. Dietary Modifications
	7. Anti-embolism Stockings
6. **The Respiratory System**
	1. Structures
	2. Functions
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Common Health Concerns
		1. Chronic Obstructive Pulmonary Disease
		2. Asthma
		3. Pneumonia
		4. Tuberculosis
		5. Other
	5. CNA Role
		1. Person-directed strategies
		2. Observations
		3. Documentation
		4. Reporting
	6. Oxygen Therapy
		1. Purpose
		2. Principles
		3. Delivery methods
		4. Ventilator
		5. CNA role
			1. Person-directed strategies
			2. Observations
			3. Documentation
			4. Reporting
	7. Sputum Collection
		1. Purpose
		2. Procedure
	8. Vital Signs
		1. Temperature
			1. Purpose
			2. Types of thermometers
			3. Temperature sites
			4. Procedures
		2. Pulse
			1. Purpose
			2. Measurement sites
			3. Procedures
		3. Respirations
			1. Purpose
			2. Patterns
			3. Procedures
		4. Blood Pressure
			1. Purpose
			2. Principles
			3. Procedures
		5. CNA role
			1. Observations
			2. Critical thinking
			3. Documentation
			4. Reporting
	9. Cardiopulmonary Resuscitation (CPR)
		1. Purpose
		2. Principles
		3. Procedures
			1. One rescuer
			2. Two rescuer
			3. Foreign body airway obstruction
			4. Mask
			5. Automatic external defibrillator
		4. CNA role
			1. Observations
			2. Critical thinking
			3. Documentation
			4. Reporting
		5. CPR/Heimlich Certification
7. **The Nervous System**
	1. Structures
	2. Functions
	3. Age-related Changes
		1. Physical
		2. Psychological
		3. Social
	4. Common Health Concerns
		1. Cerebrovascular Accident
		2. Parkinson’s Disease
		3. Multiple Sclerosis
		4. Traumatic injuries
		5. Hearing Disorders
			1. Special concerns
			2. Communication strategies
		6. Visual Disorders
			1. Special concerns
			2. Promoting independence
				1. Observations
				2. Documentation
				3. Reporting
		7. Other
	5. CNA Role
		1. Observations
		2. Critical thinking
		3. Documentation
		4. Reporting
	6. Skills
		1. Hearing Aids/Instruments
			1. Purpose
			2. Types
			3. Procedure
			4. CNA role
				1. Observations
				2. Critical thinking
				3. Documentation
				4. Reporting
		2. Visual Aids
			1. Purpose
			2. Types
			3. Procedure
			4. CNA role
				1. Observations
				2. Critical thinking
				3. Documentation
				4. Reporting
		3. Other prosthetics
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaLab practiceClinicalDemonstrationStudent-return demonstrationCompetency TestCNAs must be certified in CPR in order to pass the course and be able to take the certification exam. |

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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Explain the philosophy of rehabilitation. Review basic human needs.Identify individual motivations for the resident participating in rehabilitation.Apply holism to the philosophy of rehabilitation.Discuss principles of rehabilitation.Compare and contrast rehabilitation and restorative nursing.Identify the members of the rehabilitation team.Identify state and federal regulations that have an impact on rehabilitation/restorative care.Recognize the CNA’s role in providing rehabilitation/restorative care.Describe the types of Activity of Daily Living (ADL) programs available for persons needing rehabilitation/restorative care.Explain the purpose of ADL programs.Describe the adaptive devices available to assist with performance of ADLs.Explain the purpose of adaptive devices.Recognize the CNA’s role in caring for the person using an adaptive device. | 1. **Philosophy**
	1. Human Motivation
		1. Overview
		2. Current theories
		3. Effect on outcomes
	2. Holistic Care
2. **Principles**
3. **Purposes**
	1. Rehabilitation
	2. Restorative
4. **Team**
	1. Importance
	2. Members
5. **State and Federal Regulations**
	1. Residents Rights
	2. Resident Behaviors and Facility Practices
	3. Quality of Life
	4. Quality of Care
6. **CNA Role**
	1. Importance
	2. Caregiving Modifications
	3. Observation
	4. Reporting
	5. Documentation
7. **ADL Programs**
	1. Types
		1. Eating
		2. Dressing/grooming
		3. Mobility
		4. Communication
		5. Other
	2. Purpose
	3. Adaptive Devices
		1. Types
			1. Eating
			2. Dressing/grooming
			3. Mobility
			4. Communication
			5. Other
		2. Purpose
		3. CNA role
			1. Importance
			2. Caregiving modification
			3. Observation
			4. Reporting
			5. Documentation
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimedia |

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| Upon completion of this unit of instruction, the student will be able to:Define key terms identified in this module.Discuss the impact of spiritual beliefs on one’s attitude.Discuss the impact that cultural beliefs impact one’s attitude.Examine one’s feelings about providing care for the terminally ill resident.Explore legal issues associated with end of life care.Explain the significance of Advance Directives.Discuss the implications of a “do not resuscitate” order.Discuss the Physician’s Order for Life Sustaining Treatment (POLST).Discuss current state and federal regulations related to end of life issues.Identify the physical needs of the dying person.Identify the signs of approaching death.Discuss ways to promote comfort for the dying resident.Identify the psychological needs of the dying person.Discuss how to preserve the dying person’s rights.Discuss the importance of celebrating a person’s life.Describe strategies to celebrate a person’s life.Describe the grieving process.Discuss various facility practices to honor deceased residents.Recognize the CNA’s role in meeting the physical needs of the dying person.Recognize the CNA role in meeting the psychosocial needs of the dying person.Discuss the philosophy of hospice and palliative care.Discuss the goals of hospice and palliative care.Describe ways that hospice and palliative care are incorporated into the plan of care.Explain the principles involved in caring for the body after death.Perform postmortem care according to established facility practices. | 1. **End of Life Issues**
	1. Attitudes
		1. Spiritual beliefs
		2. Cultural beliefs
	2. Legal Issues
		1. Self determination
		2. Guardianship
		3. Advance directives
			1. Living wills
			2. Power of attorney
		4. Do not resuscitate
		5. Physician’s Order for Life Sustaining Treatment
		6. Other
2. **State and Federal Regulations**
	1. Resident Rights
	2. Resident Behaviors and Facility Practices
	3. Quality of Life
	4. Quality of Care
3. **Care of the Dying Person**
	1. Physical
		1. Signs of approaching death
		2. Comfort measures
	2. Psychosocial
		1. Rights of the dying person
		2. Celebrating the person’s life
			1. Importance
			2. Creative strategies
		3. Honoring spirituality
		4. Grieving process
			1. Dying person
			2. Friends/loved ones
			3. Caregivers
		5. Facility practices for honoring resident
	3. CNA Role
		1. Observations
		2. Critical thinking
		3. Documentation
		4. Reporting
4. **Hospice and Palliative Care**
	1. Philosophy
	2. Goals
	3. Caregiver and Staff Roles
5. **Post-Mortem Care**
	1. Principles
	2. Procedure
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaProcedure demonstration optional |

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| Upon completion of this unit of instruction, the student will be able to:Define the key terms identified in this module.Differentiate between normal aging and dementias.Describe how dementias are diagnosed.List types of reversible dementia.List types of non-irreversible dementia.Describe the physical changes that occur as the person progresses through Alzheimer’s Disease.List the signs and symptoms of Alzheimer’s Disease.Describe impact of cognitive impairment on society, the family, and the individual.Discuss current state and federal regulations related to care of the person with dementia.Discuss the philosophy of person-directed ability centered care.Describe the goals of ability centered care.Discuss the importance of a team approach in caring for a person with dementia.Discuss the role of the CNA in providing ability centered care.Discuss elements of a therapeutic environment.Discuss creative strategies to promote a therapeutic environment.Describe how challenges in communication change as the person progresses through the stages of dementia.Discuss creative strategies to enhance communication.Discuss appropriate techniques for physical touch with someone with dementia.Examine the importance of relationships between caregivers and the person who has dementia.Describe ways that the CNA can enhance their relationship with the person with dementia.Discuss examples of activities appropriate for persons in different stages of dementia.Discuss approaches the CNA can utilize to engage residents in activities.Compare and contrast traditional vs. non-traditional activities.Compare and contrast structured vs. spontaneous activities.Discuss the purpose of restorative goals.Explore physical challenges related to each ADL.Explore psychosocial challenges related to each ADL.Investigate environmental challenges related to each ADL.Explore approaches to support resident’s independence in each ADL.Explain the difference between symptoms and behaviors.Describe defense mechanism/ coping behaviors used to compensate for cognitive impairment. Examine ways the CNA can diminish behavioral challenges.Explore creative strategies to manage common behavioral challenges.Describe challenges in maintaining the safety of the resident while supporting their need to remain active.Investigate creative strategies to provide for the safety of the person with dementia.Identify issues experienced by persons with dementia.Describe role changes and reversals that the person with dementia experiences.Discuss stressors experienced by the person with dementia.Discuss grief and loss issues experienced by the person with dementia.Describe coping strategies for the person with dementia.Describe the role changes and reversals family members go through when a loved one has dementia.Describe ways to manage the stresses of caring for persons with cognitive impairment.Discuss grief and loss issues.Discuss the psychological support that family and loved ones might need in coping with dementia.Identify stressors experienced by the caregivers and staff.Discuss grief and loss issues.Describe coping strategies for those caring for persons with cognitive impairment.Identify community resources available for those persons impacted by dementia. | 1. **Cognitive Impairment**
	1. Alteration in Cognition
		1. Normal
		2. Disease
	2. Reversible Dementia
	3. Non-Reversible Dementia
2. **Alzheimer’s Disease**
	1. Changes in the Brain
	2. Disease Progression
	3. Signs and Symptoms
3. **Impacts of Cognitive Impairments**
	* 1. Society
		2. Family
		3. Individual
4. **State and Federal Regulations**
	1. Resident Rights
	2. Resident Behaviors and Facility Practices
	3. Quality of Life
	4. Quality of Care
5. **Ability Centered Care**
	1. Overview
		1. Philosophy
		2. Goals
		3. Team approach
		4. Role of the CNA
	2. Therapeutic Environment
		1. Elements
		2. Creative strategies
	3. Communication
		1. Challenges
		2. Creative strategies
			1. Verbal
			2. Nonverbal
			3. Touch
	4. Relationships
		1. Importance
		2. Enhancing
	5. Activities
		1. Approaches
		2. Traditional vs. Non-Traditional
		3. Structured vs. Spontaneous
	6. ADLs
		1. Restorative Goals
			1. Improve performance
			2. Maintain abilities
			3. Prevent complications
		2. Dressing
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
		3. Bathing
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
		4. Grooming
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
		5. Oral Hygiene
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
		6. Toileting
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
		7. Eating/Nutritional issues
			1. Physical challenges
			2. Psychosocial challenges
			3. Environmental challenges
			4. Approaches to support independence
			5. Approaches to enhance dining experience
		8. Other
6. **Understanding Behaviors as Unmet Needs**
	1. Symptoms versus Behaviors
	2. Defense Mechanisms
	3. Principles for Understanding Behaviors
	4. Common Behaviors
		1. Purposeful wandering
			1. Meaning or potential need
			2. Creative management strategies
		2. Agitation and Aggression
			1. Meaning or potential need
			2. Creative management strategies
		3. Catastrophic reaction
			1. Meaning or potential need
			2. Creative management strategies
		4. Combativeness
			1. Meaning or potential need
			2. Creative management strategies
		5. Delusions/Hallucinations/Paranoia
			1. Meaning or potential need
			2. Creative management strategies
		6. Rummaging and Hoarding
			1. Meaning or potential need
			2. Creative management strategies
		7. Sexual behavior
			1. Meaning or potential need
			2. Creative management strategies
		8. Sleep disturbances
			1. Meaning or potential need
			2. Creative management strategies
		9. Sundowning
			1. Meaning or potential need
			2. Creative management strategies
		10. Wanting to go home
			1. Meaning or potential need
			2. Creative management strategies
		11. Indifference
			1. Meaning or potential need
			2. Creative management strategies
		12. Purposeful walking
			1. Meaning or potential need
			2. Creative management strategy
		13. Other behaviors
			1. Meaning or potential need
			2. Creative management strategies
7. **Safety**
	1. Challenges
		1. Physical
		2. Psychosocial
		3. Environmental
	2. Creative Care Strategies
8. **Psychosocial Needs**
	1. Person with Dementia
		1. Role changes
		2. Stressors
		3. Grief and loss issues
		4. Coping strategies
			1. Understanding disease progression
			2. Realistic expectations
			3. Self-care
	2. Family and Loved Ones
		1. Role changes
		2. Stressors
		3. Grief and loss issues
		4. Coping strategies
			1. Understanding disease progression
			2. Realistic expectations
			3. Self-care
	3. Caregivers and Staff
		1. Stressors
		2. Grief and loss issues
		3. Coping strategies
			1. Understanding disease progression
			2. Realistic expectations
			3. Self-care
			4. Recognizing burnout
9. **Resources**
	1. Person with Dementia
	2. Families and Loved Ones
	3. Caregivers and Staff
 | Reading assignmentLectureClassroom discussionGroup activitiesMultimediaClinical |