

MODULE I: INTRODUCTION TO HEALTH CARE

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Describe the purposes and services of health care facilities/agencies.</p> <p>Explain the philosophy of person-directed care.</p> <p>Discuss the concepts of person-directed care.</p> <p>Contrast person-directed care with task-centered care.</p> <p>Explain how the CNA can apply the concepts of person-directed care.</p> <p>Discuss the impact of a person-directed care model on those involved.</p>	<p>1. Functions of Health Care Organizations</p> <p>A. Health Care Settings</p> <ol style="list-style-type: none">1. Long term care facilities<ol style="list-style-type: none">a. Skilledb. Residential settings2. Hospitals3. Rehabilitation facilities4. Home health agencies5. Hospice care6. Other <p>B. Person-Directed Care Across All Settings</p> <ol style="list-style-type: none">1. Philosophy2. Concepts<ol style="list-style-type: none">a. Self determinationb. Individual needsc. Ability focusedd. Person before taske. Individualized choicesf. Relationship buildingg. Holistic focusedh. Spontaneous activities3. Changing the culture of caregiving<ol style="list-style-type: none">a. Person-directed versus task-centered careb. Practices which reflect person-directed carec. Impact on caregiversd. Impact on elderse. Impact on health care facility	<p>Reading Assignment</p> <p>Lecture</p> <p>Classroom Discussion</p> <p>Group Activities</p> <p>Multimedia</p>

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4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Identify the members of the Interdisciplinary Team.</p> <p>Discuss the purpose of an Interdisciplinary Team.</p> <p>Describe the role of each member of the Interdisciplinary Team.</p> <p>Discuss the crucial role of the CNA with the health care team/Interdisciplinary Team.</p> <p>Describe ways to enhance the ability of the Interdisciplinary Team to accomplish their purpose.</p> <p>Examine ways a CNA can become an effective team member.</p> <p>Demonstrate professional behaviors expected of a CNA.</p> <p>Describe work ethics for CNAs.</p> <p>Identify competency standards in CNA practice.</p> <p>Demonstrate effective interpersonal</p>	<p>2. The Interdisciplinary Team</p> <p>A. Identify Members</p> <ul style="list-style-type: none">1. Person/Resident2. Nursing<ul style="list-style-type: none">a. CNAb. LPNc. RN3. Other <p>B. Purpose of the team</p> <p>C. Roles of members</p> <p>D. Effectiveness</p> <p>3. The CNA's Role Across Health Care Settings</p> <p>A. Standards</p> <ul style="list-style-type: none">1. Professionalism<ul style="list-style-type: none">a. Appearanceb. Behaviors2. Work Ethics<ul style="list-style-type: none">a. Qualitiesb. Legal implicationsc. Ethical behaviors3. Competency<ul style="list-style-type: none">a. Standardized testingb. Maintaining safety4. Person-directed qualities<ul style="list-style-type: none">a. Effective communicator	

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<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>communication techniques.</p> <p>Describe methods the CNA can promote a resident's independence in decision making.</p> <p>Examine ways the CNA can build effective interpersonal relationships with the person receiving care.</p> <p>Describe ways the CNA can promote the quality of life for persons in their care.</p> <p>Discuss the importance of the scope of practice for a CNA.</p> <p>Examine the legal limits of the CNA role.</p> <p>Explain the importance of a job description for a CNA.</p> <p>Explore the components of a CNA job description.</p> <p>List the five rights for the CNA when accepting delegation.</p> <p>Differentiate between the roles of the nurse and the CNA regarding the five rights of delegation.</p> <p>Give examples of nursing care tasks that may be assigned by the nurse.</p> <p>Discuss current state and federal regulations related to CNA certification.</p>	<ul style="list-style-type: none"> b. Resident advocate c. Relationship builder d. Effective team player <p>B. Scope of Practice</p> <ul style="list-style-type: none"> 1. Importance 2. Legal limits <p>C. Job description for the CNA</p> <ul style="list-style-type: none"> 1. Importance 2. Components <p>D. Delegation Issues:</p> <ul style="list-style-type: none"> 1. Importance 2. Five rights <ul style="list-style-type: none"> a. Right task b. Right circumstance c. Right person d. Right direction/communication e. Right supervision 3. Accepting delegation <p>4. Nursing Assistant as a Para-professional</p> <p>A. Certification Issues</p> <ul style="list-style-type: none"> 1. Health Care Worker Registry 	

MODULE I: INTRODUCTION TO HEALTH CARE

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain how to access the Illinois Health Care Worker Registry.</p> <p>Explain the requirements for maintaining CNA certification on the Health Care Worker Registry.</p> <p>Discuss the purpose of the Health Care Worker Background Check.</p> <p>Discuss the disqualifying convictions.</p> <p>Develop awareness of resources to enhance career development for CNAs.</p> <p>Discuss career ladder options for CNAs.</p> <p>Know frequently used medical terminology and abbreviations.</p> <p>Describe the purpose of the health care record.</p> <p>List components of the health care record.</p> <p>Discuss pertinent information that should be reported to the nurse.</p> <p>Know the legal aspects of recording in the health care record.</p> <p>Discuss the requirements for recording in the health care record.</p> <p>Describe the 24 hour clock.</p> <p>Describe how the Interdisciplinary Team</p>	<ul style="list-style-type: none"> a. Accessing b. Updating information c. Maintaining certification <ul style="list-style-type: none"> 2. Health Care Worker Background Check <ul style="list-style-type: none"> a. Purpose b. Disqualifying convictions <ul style="list-style-type: none"> B. Professional Development <ul style="list-style-type: none"> 1. CNA organizations. 2. Continuing education C. Career Ladders <p>5. Information Sharing</p> <ul style="list-style-type: none"> A. Terminology and Abbreviations B. Health Care Record <ul style="list-style-type: none"> 1. Purpose 2. Components C. Reporting <ul style="list-style-type: none"> 1. Purpose 2. Requirements D. Recording <ul style="list-style-type: none"> 1. Purpose 2. Rules 3. 24 hour clock E. Individualized Plan of Care 	

MODULE I: INTRODUCTION TO HEALTH CARE**4 Hours**

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>works together to develop an individualized plan of care.</p> <p>Define the nursing process.</p> <p>Differentiate the role of the CNA from the role of the nurse in the nursing process.</p> <p>List the steps of the nursing process.</p> <p>Differentiate between objective and subjective information.</p> <p>Discuss examples of subjective and objective information.</p> <p>Give examples of observations that need to be reported immediately to the nurse.</p> <p>Explain the responsibility of the nursing assistant reporting observations.</p> <p>Explain the importance of following the person's individualized plan of care.</p> <p>Discuss the role of the CNA in developing a plan of care.</p>	<ol style="list-style-type: none">1. Nursing process 2. Steps<ol style="list-style-type: none">a. Assessment<ol style="list-style-type: none">i. Observation ii. Signs and symptomsb. Nursing diagnosisc. Planning<ol style="list-style-type: none">i. Purposeii. Resident/person involvementiii. Development of personal goald. Implementation<ol style="list-style-type: none">i. Responsibilities of the CNAii. Importance of following plan of careiii. Continuity in care givinge. Evaluation<ol style="list-style-type: none">i. Follow up observationii. Report to nurseiii. Following revised plan of care 3. Role of the CNA<ol style="list-style-type: none">a. Participate in development of a person-directed plan of careb. Resident care conferencesc. Integration of services for the delivery of care	

MODULE II: RIGHTS AND RELATIONSHIPS

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Identify basic human rights.</p> <p>Discuss importance of state and federal regulations in promoting resident rights.</p> <p>Describe the purpose of Health Insurance Portability and Accountability Act (HIPAA).</p> <p>Explain the CNA role in ensuring compliance with HIPAA.</p> <p>Identify resident rights according to Omnibus Budget Reconciliation Act (OBRA).</p> <p>Discuss how following the state and federal regulations enhances the resident's quality of life.</p> <p>Discuss how following the state and federal regulations enhances the resident's quality of care.</p> <p>Describe the purpose of the Ombudsman Program.</p> <p>Identify key concepts for person-directed care.</p> <p>Discuss ways to apply the concepts for person-directed care.</p> <p>Discuss the importance of building relationships with residents and family.</p>	<p>1. Rights</p> <ul style="list-style-type: none">A. Basic Human RightsB. State and Federal Regulations<ul style="list-style-type: none">1. Health Insurance Portability and Accountability Act (HIPAA)<ul style="list-style-type: none">a. Purposeb. CNA role2. Omnibus Budget Reconciliation Act (OBRA)<ul style="list-style-type: none">a. Resident rightsb. Resident behaviors and facility practicec. Quality of lifed. Quality of care3. Ombudsman Program (Older Americans Act)4. OtherC. Person-Directed Care<ul style="list-style-type: none">1. Building relationships<ul style="list-style-type: none">a. Importance	<p>Reading Assignment</p> <p>Lecture</p> <p>Classroom Discussion</p> <p>Group Activities</p> <p>Multimedia</p>

MODULE II: RIGHTS AND RELATIONSHIPS

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss principles of building relationships with resident and family.</p> <p>Discuss methods for building relationships.</p> <p>Discuss ways to promote care partnerships.</p> <p>Discuss strategies the CNA can use to support a culture of home.</p> <p>Examine the CNA role in promoting care partnerships.</p> <p>Differentiate between care practices that are person-directed versus an institutional model.</p> <p>Discuss some of the limitations the CNA may encounter focusing on person-directed care.</p> <p>Discuss the importance of cultural competence.</p> <p>Describe principles of cultural competence.</p> <p>Examine ways the culture of an elder may differ from the culture of the caregiver.</p>	<ul style="list-style-type: none"> b. Principles <ul style="list-style-type: none"> i. Trust ii. Respect iii. Commitment iv. Other c. Methods 2. Care partnerships <ul style="list-style-type: none"> a. Methods <ul style="list-style-type: none"> i. Know the person ii. Empowerment iii. Respect choices iv. Support independence v. Ability focused b. Support a culture of home <ul style="list-style-type: none"> i. Individual creativity ii. Personal preferences iii. Person before task c. CNA role D. Cultural Competence <ul style="list-style-type: none"> 1. Importance 2. Principles 3. Differences <ul style="list-style-type: none"> a. Generational b. Communication c. Family d. Religion e. Customs f. Other 	

MODULE II: RIGHTS AND RELATIONSHIPS

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Recognize the impact of the CNA's views and values on the care provided.</p> <p>Describe the different types of abuse, neglect and theft that occur in the health care setting.</p> <p>Discuss ways that elder abuse, neglect and theft can be prevented.</p> <p>Describe indications of abuse, neglect and theft.</p> <p>Explain the CNA's role in reporting elder abuse, neglect and theft.</p> <p>Discuss requirements for reporting abuse, neglect and theft.</p> <p>Discuss consequences of abusing, neglecting or stealing from a resident.</p> <p>Explain the importance of holistic care.</p> <p>Describe the components of holistic care.</p> <p>Describe the impact physical changes may have on a person's self-image.</p> <p>Discuss the psychological effects of loss on the elder.</p> <p>Discuss the impact of aging on the family.</p> <p>Describe how elders are viewed in society.</p>	<p>4. Caregiver role</p> <p>E. Abuse, Neglect and Theft</p> <ol style="list-style-type: none"> 1. Types 2. Prevention 3. Detection 4. Reporting <p>5. Consequences</p> <p>2. Holistic Care</p> <p>A. Components</p> <ol style="list-style-type: none"> 1. Physical 2. Social 3. Psychological 4. Spiritual 5. Other <p>B. Culture of Aging</p> <ol style="list-style-type: none"> 1. Physical changes 2. Psychosocial changes <ol style="list-style-type: none"> a. Family culture b. Societal views c. Developmental tasks of the elder 	

MODULE II: RIGHTS AND RELATIONSHIPS

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss ways to meet the basic human needs of the elder.</p> <p>Describe ways the CNA can implement practices to provide holistic care.</p> <p>List the components of communication.</p> <p>Describe principles of communication.</p> <p>Identify the types of communication.</p> <p>Distinguish between verbal and non-verbal communication.</p> <p>Describe the appropriate use of touch in communication.</p> <p>Identify effective techniques for enhancing communication.</p> <p>Discuss barriers in the communication process.</p> <p>Discuss the CNA's responsibility for effective communication.</p> <p>Describe professional boundaries in relationships with residents.</p>	<p>C. Implementing Evidence Based Practices</p> <ol style="list-style-type: none"> 1. Basic human needs 2. Other <p>3. Communication</p> <ol style="list-style-type: none"> A. Components B. Principles C. Types of Communication <ol style="list-style-type: none"> 1. Verbal 2. Non-verbal 3. Touch D. Effective Techniques <ol style="list-style-type: none"> 1. Active listening 2. Focusing on feelings 3. Providing feedback 4. Observing non-verbal clues 5. Defusing anger 6. Other E. Communication Barriers <ol style="list-style-type: none"> 1. Language 2. Culture 3. Perceptions 4. Situation 5. Other <p>4. Interpersonal Relationships</p> <ol style="list-style-type: none"> A. Resident <ol style="list-style-type: none"> 1. Appropriateness 	

MODULE II: RIGHTS AND RELATIONSHIPS

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss the importance of developing therapeutic relationships.</p> <p>Discuss the importance of building relationships within the health care team.</p> <p>Describe appropriate relationship boundaries for a CNA as a member of the health care team.</p>	<ul style="list-style-type: none">2. Therapeutic B. Relationships within the Health Care Team<ul style="list-style-type: none">1. Building relationships 2. Professional boundaries	

MODULE III: INFECTION CONTROL IN THE HEALTH CARE SETTING

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>List the different types of microorganisms.</p> <p>List the requirements that microorganisms need for survival and growth.</p> <p>Differentiate between non-pathogens and pathogens.</p> <p>Describe the role normal flora play in resisting infection.</p> <p>Explain the importance of practicing asepsis in order to decrease a person's chance of developing a facility acquired infection.</p> <p>Identify common microbes that are drug resistant.</p> <p>Describe the implications of drug resistant microbes.</p> <p>Explain the role that each link in the chain of infection plays in transmitting disease.</p> <p>Identify factors that increase a person's risk of acquiring an infection.</p> <p>List the signs and symptoms of infection.</p>	<ol style="list-style-type: none"> 1. Infection Control Issues <ol style="list-style-type: none"> A. Microorganisms <ol style="list-style-type: none"> 1. Types 2. Requirements for growth 3. Categories <ol style="list-style-type: none"> a. Non-pathogens b. Pathogens c. Normal flora d. Facility acquired infection <ol style="list-style-type: none"> i. Hospital acquired infection ii. Community acquired infection e. Drug resistant organisms B. Chain of Infection <ol style="list-style-type: none"> 1. Links of the chain of infection 2. Persons at risk C. Signs & Symptoms of Infection 	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Lab practice</p> <p>Clinical</p> <p>Demonstration</p> <p>Student return-demonstration</p> <p>Competency Test</p>

MODULE III: INFECTION CONTROL IN THE HEALTH CARE SETTING

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe presenting signs and symptoms of a person with an infection.</p> <p>List ways a CNA can prevent the spread of infection.</p> <p>Differentiate between clean and sterile techniques.</p> <p>Describe principles for medical Asepsis.</p> <p>Discuss the role of the CNA in meeting current state and federal regulations related to infection control in health care settings.</p> <p>Identify situations requiring hand hygiene techniques.</p> <p>Describe techniques for proper hand hygiene.</p> <p>Demonstrate proper hand hygiene techniques.</p> <p>Discuss the impact of isolation on a person's well-being.</p> <p>Differentiate between standard precautions and</p>	<ol style="list-style-type: none"> 1. Pain 2. Heat 3. Redness 4. Swelling 5. Change in resident behavior 6. Other <p>D. Asepsis in Healthcare</p> <ol style="list-style-type: none"> 1. Importance 2. Principles <p>E. State and Federal Regulations</p> <ol style="list-style-type: none"> 1. Resident rights 2. Resident behaviors and facility practices 3. Quality of life 4. Quality of care <ol style="list-style-type: none"> a. OSHA b. CDC <p>F. Skills in Hand Hygiene:</p> <ol style="list-style-type: none"> 1. Hand washing <ol style="list-style-type: none"> a. Purpose b. Procedure 2. Waterless cleansers <ol style="list-style-type: none"> a. Purpose b. Procedure <p>G. Skills in Isolation Techniques:</p> <ol style="list-style-type: none"> 1. Impact on the person 2. Indications <ol style="list-style-type: none"> a. Standard precautions 	

MODULE III: INFECTION CONTROL IN THE HEALTH CARE SETTING

4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>transmission-based precautions.</p> <p>Contrast nursing care for persons with each category of transmission-based precautions.</p> <p>Select the appropriate Personal Protective Equipment (PPE) for both standard and transmission-based precautions.</p> <p>Demonstrate procedures according to established guidelines for PPE.</p> <p>Demonstrate procedure of removing PPE used in isolation.</p> <p>Discuss methods of disinfection.</p> <p>Discuss methods of sterilization.</p> <p>Explain the role of the CNA in properly caring for equipment and supplies.</p>	<p>b. Transmission-based precautions</p> <p>3. Personal Protective Equipment (PPE)</p> <p>4. Procedures</p> <p>a. Gloving</p> <p>b. Gowning</p> <p>c. Masking</p> <p>d. Eye protection</p> <p>e. Double-bagging</p> <p>2. Equipment and Supplies</p> <p>A. Disinfection</p> <p>B. Sterilization</p> <p>C. Care of Equipment and Supplies</p> <p>1. Reusable</p> <p>2. Disposable</p> <p>3. Storage</p>	

MODULE IV: EMERGENCY PROCEDURES

2 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>List the three main types of fire.</p> <p>List the 3 elements necessary for a fire.</p> <p>Describe risk factors for a fire.</p> <p>Explain safety precautions when oxygen is in use.</p> <p>Describe the responsibility of the CNA in fire prevention.</p> <p>Describe the actions a CNA should take in the event of a fire.</p> <p>Demonstrate the proper use of a fire extinguisher.</p> <p>List methods other than a fire extinguisher that may be utilized to extinguish a fire.</p> <p>Describe appropriate actions of the CNA in response to natural disasters.</p> <p>Describe appropriate actions of the CNA in response to man-made disasters.</p>	<ol style="list-style-type: none">1. Fire Safety<ol style="list-style-type: none">A. Types<ol style="list-style-type: none">1. Oil/grease2. Electrical3. Paper/woodB. Fire Prevention<ol style="list-style-type: none">1. Necessary elements2. Risk factors<ol style="list-style-type: none">a. O₂b. Impaired cognitionc. Electrical hazardsd. Smoking3. Responsibility of CNAC. Fire Response<ol style="list-style-type: none">1. Initial actions<ol style="list-style-type: none">a. R.A.C.E.b. P.A.S.S.2. Extinguishing a Fire<ol style="list-style-type: none">a. Use of extinguisherb. Other methods2. Disasters<ol style="list-style-type: none">A. Natural<ol style="list-style-type: none">1. Storm/tornado2. Severe weather3. Floods4. EarthquakeB. Man-Made<ol style="list-style-type: none">1. Bomb threats	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Procedure demonstration</p> <p>Lab practice</p> <p>Student return-demonstration</p> <p>Competency Test</p>

MODULE IV: EMERGENCY PROCEDURES

2 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain the role of the CNA in relation to emergency preparedness.</p> <p>Differentiate between partial airway obstruction and complete airway obstruction.</p> <p>Demonstrate the procedure for dislodging a foreign body in conscious and unconscious victims.</p> <p>Identify the responsibility of the CNA when assisting a resident who has fallen.</p> <p>Identify the responsibility of the CNA when a resident has eloped.</p> <p>Identify the responsibility of the CNA when a resident has sustained a thermal injury.</p> <p>Identify the responsibility of the CNA when a resident has a skin tear or bruise.</p> <p>Identify the responsibility of the CNA when a resident has ingested a harmful substance.</p> <p>Identify the role of the CNA in providing psychosocial support after an incident/emergency.</p> <p>Review current state and federal regulations pertaining to resident rights during an emergency.</p>	<ul style="list-style-type: none">2. Terrorist attacks3. OtherC. Emergency Preparedness3. Foreign Body Airway Obstruction<ul style="list-style-type: none">A. Types<ul style="list-style-type: none">1. Partial obstruction2. Complete airway obstructionB. Response<ul style="list-style-type: none">1. Conscious victim2. Unconscious victim4. Incidents<ul style="list-style-type: none">A. Types<ul style="list-style-type: none">1. Falls2. Elopement3. Thermal injury4. Skin tears/bruising5. Poisoning6. OtherB. Response5. State and Federal Regulations	

MODULE V: INJURY PREVENTION IN THE HEALTH CARE ENVIRONMENT

3 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Discuss current state and federal regulations related to risk management.</p> <p>Explain the role of the CNA in meeting current state and federal regulations pertaining to injury.</p> <p>Discuss the role of Occupation Safety and Health Administration (OSHA) in relation to injury prevention.</p> <p>Explain the purpose of the Material Safety Data Sheets (MSDS).</p> <p>Explain the importance of ergonomics to the healthcare worker.</p> <p>Describe risk factors for the CNA that may contribute to injury.</p> <p>Explain the principles of body mechanics.</p> <p>Discuss techniques to ensure proper body mechanics.</p> <p>Describe equipment to assist in promoting body mechanics.</p> <p>Demonstrate consistent use of body mechanics while providing care.</p> <p>Discuss the importance of maintaining safety for</p>	<p>1. Risk Management</p> <p>A. State and Federal Regulations</p> <ol style="list-style-type: none"> 1. Resident rights 2. Resident behaviors and facility practices 3. Quality of life 4. Quality of care <p>B. Ergonomics</p> <ol style="list-style-type: none"> 1. Importance 2. Risk factors for injury 3. Body mechanics <ol style="list-style-type: none"> a. Principles b. Techniques c. Equipment <p>2. Resident safety</p> <p>A. Importance</p>	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Lab practice</p> <p>Clinical</p> <p>Demonstration</p> <p>Student-return demonstration</p> <p>Competency Test</p>

MODULE V: INJURY PREVENTION IN THE HEALTH CARE ENVIRONMENT

3 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>the resident.</p> <p>Identify factors in the elderly that contribute to an increased risk for injury.</p> <p>Determine the CNA's responsibility regarding prevention of safety issues.</p> <p>Explain the purpose of a restraint.</p> <p>Analyze the adverse psychological and physical effects of restraining a resident.</p> <p>Explain how to maintain resident's rights when a safety device or restraint must be applied.</p> <p>Discuss the legal implications of restraint usage.</p> <p>Discuss right of a resident not to be restrained.</p> <p>Discuss industry movement toward restraint free environments.</p> <p>Explore the various alternatives to applying restraints.</p> <p>Demonstrate application of a less restrictive alternative.</p> <p>Recognize when a device is considered a restraint.</p>	<p>B. Risk factors in Elderly</p> <p>C. Safety Issues</p> <ol style="list-style-type: none"> 1. Falls 2. Elopement 3. Resident identification 4. Thermal injury 5. Skin tears 6. Choking 7. Poisoning 8. Other <p>D. Restraint Safety</p> <ol style="list-style-type: none"> 1. Impact on person 2. Legal implications 3. Less restrictive alternatives <ol style="list-style-type: none"> a. Environmental adaptations b. Postural supports/positioning devices c. Reminder devices 4. Types 	

MODULE V: INJURY PREVENTION IN THE HEALTH CARE ENVIRONMENT

3 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Compare and contrast chemical and physical restraints with less restrictive alternatives and positioning devices.</p> <p>Demonstrate application of a restraint with quick release tie.</p> <p>Examine the responsibilities of the CNA in maintaining resident safety.</p> <p>Describe environmental factors that impact personal safety in the workplace.</p> <p>Discuss the various types of violence encountered in the work environment.</p> <p>Explain risk factors for violence in the workplace.</p> <p>Discuss techniques to decrease the likelihood of encountering workplace violence.</p> <p>Discuss the responsibility of the CNA for assuring safe use of equipment.</p> <p>Examine the importance of proper reporting of unsafe equipment.</p> <p>Describe various types of documentation required when safety infractions have occurred.</p>	<ul style="list-style-type: none"> a. Chemical b. Physical <p>E. CNA Responsibilities in Injury Prevention</p> <ul style="list-style-type: none"> 1. Person-directed strategy 2. Observation <ul style="list-style-type: none"> a. Actual risk b. Potential risk 3. Documentation 4. Reporting <p>3. Personal Safety</p> <ul style="list-style-type: none"> A. Environmental B. Workplace Violence <ul style="list-style-type: none"> 1. Types 2. Risk factors 3. Prevention <p>4. Equipment Safety</p> <ul style="list-style-type: none"> A. Responsibility of the CNA B. Reporting <p>5. Documentation</p> <ul style="list-style-type: none"> A. Types <ul style="list-style-type: none"> 1. Incident report 2. Other 	

MODULE V: INJURY PREVENTION IN THE HEALTH CARE ENVIRONMENT

3 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
Discuss the responsibility of the CNA for documenting problems related to safety.	B. Responsibility of the CNA	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Explain why a comfortable environment is important a person's well-being.</p> <p>Identify the environmental factors which can affect a person's comfort in his or her living space.</p> <p>Discuss the importance of personal belongings in the person's environment.</p> <p>Discuss the role of furniture and equipment in residential living spaces.</p> <p>Discuss safety issues when operating a bed.</p> <p>Demonstrate how to operate a bed.</p> <p>Examine reasons for use of various bed positions.</p> <p>Demonstrate placing a hospital bed in various positions.</p> <p>Explain how the overbed table is used by the healthcare team.</p> <p>Explain how the overbed table is used by the resident.</p> <p>Demonstrate how to raise and lower the overbed table.</p>	<p>1. Resident Living Space</p> <p>A. Importance</p> <p>B. Factors</p> <p> 1. Environmental</p> <p> 2. Examples of personal belongings</p> <p>C. Furniture and Equipment</p> <p> 1. Bed</p> <p> a. Safety issues</p> <p> b. Operation</p> <p> c. Positions</p> <p> 2. Overbed table</p> <p> a. Staff uses</p> <p> b. Resident's uses</p> <p> 3. Bedside stand</p>	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Lab practice</p> <p>Clinical</p> <p>Demonstration</p> <p>Student-return demonstration</p> <p>Competency Test</p>

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe how the bedside stand is used by the health care team.</p> <p>Describe how the bedside stand is used by the resident.</p> <p>Explain why curtains and screening devices are important for the purposes of privacy.</p> <p>Identify the limitations of curtains and screening devices.</p> <p>Identify other equipment which is generally part of a resident's room.</p> <p>Explain the rules for proper maintenance of the resident's living space.</p> <p>Demonstrate prompt response to signal lights or call system devices.</p> <p>Explain various types of call systems.</p> <p>Identify the rules for call system use.</p> <p>Discuss use of alternatives if call system fails.</p> <p>Explain the importance of bed making for the person's comfort and well-being.</p> <p>Discuss how to encourage resident's personal preferences for bed making.</p> <p>Identify the person's preferences when handling</p>	<ul style="list-style-type: none"> a. Staff uses b. Resident uses 4. Curtains or screening devices <ul style="list-style-type: none"> a. Uses b. Limitations 5. Other <ul style="list-style-type: none"> a. Chairs b. Personal care equipment c. Personal display space d. Closet and drawer space D. Maintenance E. Call System Devices <ul style="list-style-type: none"> 1. Types 2. Rules 3. Alternatives F. Bed Making <ul style="list-style-type: none"> 1. Importance <ul style="list-style-type: none"> a. Care and comfort b. Personal preferences c. Care of personal linens 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>personal linens.</p> <p>Explain aseptic technique when handling linens.</p> <p>Demonstrate aseptic technique when handling linens.</p> <p>Discuss the guidelines for making beds.</p> <p>Explain the difference between an unoccupied bed and an occupied bed.</p> <p>Demonstrate making a closed bed according to established standards.</p> <p>Demonstrate making an open bed according to established standards.</p> <p>Demonstrate making an occupied bed according to established standards.</p> <p>Examine the importance of frequent observations of the resident and his/her living space.</p> <p>Demonstrate consistent maintenance of resident's comfort and safety.</p> <p>Discuss admission procedures.</p> <p>Compare and contrast admission to various types of healthcare settings.</p>	<ol style="list-style-type: none"> 2. Linens <ol style="list-style-type: none"> a. Aseptic technique <ol style="list-style-type: none"> i. Clean ii. Soiled b. Demonstration 3. Guidelines 4. Types <ol style="list-style-type: none"> a. Unoccupied bed <ol style="list-style-type: none"> i. Closed ii. Open b. Occupied bed <p>G. Safety and Comfort Check</p> <ol style="list-style-type: none"> 1. Side rails 2. Bed position 3. Call light 4. Safety alarms 5. Personal items 6. Linens 7. Personal preferences 8. Other <p>2. Admission, Transfer, Discharge</p> <ol style="list-style-type: none"> A. Admission <ol style="list-style-type: none"> 1. Types <ol style="list-style-type: none"> a. Long term care b. Hospital c. Other 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss the emotional responses a person may experience when admitted to a health care facility.</p> <p>Identify the equipment needed to admit a person.</p> <p>Describe the process for admitting a person to the facility.</p> <p>Recognize the CNA role in the care of a person being admitted.</p> <p>Discuss room transfers.</p> <p>Identify the need for room transfers.</p> <p>Discuss the emotional responses a person may experience when transferred to a different room.</p> <p>Describe the process used to transfer a resident from one room to another.</p> <p>Recognize the CNA role in the care of a person transferring to a different room.</p> <p>Discuss the strategies the CNA uses to support a smooth transition to another room.</p> <p>Discuss discharge procedures.</p> <p>Identify places where a person may be discharged.</p>	<ol style="list-style-type: none"> 2. Emotional responses 3. Person-directed process <ol style="list-style-type: none"> a. Orientation b. Equipment c. Valuables 4. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting B. Room Transfers <ol style="list-style-type: none"> 1. Need for transfers <ol style="list-style-type: none"> a. Financial b. Roommate incompatibility c. Change of condition d. Other 2. Emotional responses 3. Process 4. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting C. Discharge <ol style="list-style-type: none"> 1. Discharge options 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss the emotional responses a person may experience when being discharged to various facilities.</p> <p>Describe the process for discharging a resident.</p> <p>Recognize the CNA role in the care of the person being discharged.</p> <p>Identify the purpose of obtaining a height.</p> <p>Demonstrate obtaining a person's height according to established standards.</p> <p>Identify the purpose of obtaining a weight.</p> <p>Explain the principles involved in obtaining a weight.</p> <p>Demonstrate obtaining a person's weight according to established standards.</p> <p>Explain the importance of recognizing psychosocial concerns.</p> <p>Discuss psychosocial concerns common to residents.</p> <p>Describe common behaviors associated with how a person is feeling.</p>	<ol style="list-style-type: none"> 2. Emotional responses 3. Procedure 4. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting D. Skills: Height and Weight <ol style="list-style-type: none"> 1. Height <ol style="list-style-type: none"> a. Purpose b. Procedure <ol style="list-style-type: none"> i. Lying ii. Standing 2. Weight <ol style="list-style-type: none"> a. Purpose b. Types of Scales c. Procedure <ol style="list-style-type: none"> i. Sitting ii. Standing iii. Lying iv. Lifts 3. Psychosocial Concerns <ol style="list-style-type: none"> A. Importance B. Types <ol style="list-style-type: none"> 1. Depression 2. Anxiety 3. Fear 4. Other C. Signs and Symptoms 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Recognize the CNA's role in meeting the resident's psychosocial needs.</p> <p>Recognize indicators that a resident is not comfortable.</p> <p>Recognize the CNA's role in maintaining a person's comfort.</p> <p>Discuss the importance of identifying when a person is experiencing pain.</p> <p>Recognize indicators of a person experiencing pain.</p> <p>Compare various methods used for pain level evaluation.</p> <p>Examine non-pharmacological methods a CNA may use to assist a person in managing his/her pain.</p> <p>Recognize the CNA role in caring for a person experiencing pain.</p>	<p>D. CNA Role</p> <ol style="list-style-type: none"> 1. Person-directed strategies 2. Observations 3. Documentation 4. Reporting <p>4. Promoting Resident Comfort and Managing Pain</p> <p>A. Comfort</p> <ol style="list-style-type: none"> 1. Importance 2. Indicators 3. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting <p>B. Pain</p> <ol style="list-style-type: none"> 1. Indicators 2. Pain level management 3. Non-pharmacological interventions <ol style="list-style-type: none"> a. Massage b. Imagery c. Relaxation technique d. Music e. Pet therapy f. Other 4. CNA role <ol style="list-style-type: none"> a. Person directed strategies b. Observations c. Documentation 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain the organization of the human body.</p> <p>Identify the structures of the integumentary system.</p> <p>Identify the functions of the integumentary system.</p> <p>Discuss how age-related changes in the skin may affect a person's life.</p> <p>Discuss the importance of maintaining health skin.</p> <p>Describe factors affecting the maintenance of healthy skin.</p> <p>Recognize the CNA's role in promoting healthy skin.</p> <p>Identify various skin conditions.</p>	<p>d. Reporting</p> <p>5. Body Structure</p> <ul style="list-style-type: none"> A. Cells B. Tissue C. Organs D. Systems <p>6. Integumentary System</p> <ul style="list-style-type: none"> A. Structures B. Functions C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 3. Social D. Healthy Skin <ul style="list-style-type: none"> 1. Importance 2. Factors 3. CNA role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting E. Common Health Concerns <ul style="list-style-type: none"> 1. Conditions <ul style="list-style-type: none"> a. Too moist b. Too dry c. Poor "skin" turgor d. Alterations in color 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss common communicable diseases affecting the skin.</p> <p>Discuss common injuries to the skin.</p> <p>Examine various methods to prevent skin injuries.</p> <p>Identify the persons at risk for developing pressure ulcer.</p> <p>Identify the stages of pressure ulcers.</p> <p>List the sites where pressure ulcers are likely to develop.</p> <p>List the causes of pressure ulcers.</p> <p>Explain interventions the CNA can take to prevent pressure ulcers.</p> <p>Describe various treatments for pressure ulcers.</p> <p>Examine various actions taken by the CNA to care for the person with skin abnormalities.</p> <p>Recognize the CNA's role in preventing pressure ulcers.</p>	<ul style="list-style-type: none"> e. Fragility f. Allergic reactions g. Other <ul style="list-style-type: none"> 2. Communicable Diseases <ul style="list-style-type: none"> a. Shingles b. Scabies c. Fungal infections d. Pediculosis e. Other 3. Injuries <ul style="list-style-type: none"> a. Skin tears b. Contusions c. Burns d. Prevention e. Other F. Pressure Ulcer <ul style="list-style-type: none"> 1. Persons at risk 2. Stages 3. Sites 4. Causes 5. Prevention 6. Treatment modalities 7. CNA role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Demonstrate consistency in maintaining residents' rights including dignity when providing personal care skills.</p> <p>Explain why oral hygiene helps meet the person's basic needs.</p> <p>Identify the supplies needed for oral hygiene.</p> <p>Demonstrate how to assist the person to brush his/her teeth according to established standards.</p> <p>Demonstrate how to brush a person's teeth according to established standards.</p> <p>Describe how to floss a person's teeth according to established standards.</p> <p>Describe the special measures a CNA needs to practice when handling dentures.</p> <p>Demonstrate cleaning of dentures according to established standards.</p> <p>Demonstrate insertion of dentures.</p> <p>Demonstrate removal of dentures.</p> <p>Describe the special measures that need to be taken when providing oral care for the unconscious resident.</p> <p>Explain when oral care should be given to the unconscious resident.</p>	<ul style="list-style-type: none"> c. Documentation d. Reporting G. Skills <ul style="list-style-type: none"> 1. Oral Hygiene <ul style="list-style-type: none"> a. Purpose b. Supplies c. Procedure <ul style="list-style-type: none"> i. Brushing teeth ii. Flossing teeth iii. Denture care iv. Oral care for the unconscious 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe how to perform oral care on an unconscious resident according to established standards.</p> <p>Recognize the CNA's role when providing oral hygiene.</p> <p>Explain why bathing is important for meeting basic needs.</p> <p>Identify the factors that influence the bathing method chosen by a person and the healthcare team.</p> <p>Discuss the bathing schedule.</p> <p>Compare various types of skin care products.</p> <p>Recognize the CNA's role in the application of skin care products.</p> <p>Describe the procedural steps for various types of bathing.</p> <p>Perform a complete bed bath according to established standards.</p> <p>Demonstrate giving a partial bed bath according to established standards.</p> <p>Explain procedure used when assisting a person to take a tub bath according to established standards.</p>	<ul style="list-style-type: none"> d. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 2. Bathing <ul style="list-style-type: none"> a. Purpose b. Bathing methods c. Schedule d. Skin care products e. Procedures <ul style="list-style-type: none"> i. Complete bed bath ii. Partial bath iii. Tub bath 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Demonstrate procedure used when assisting a person to take a shower according to established standards.</p> <p>Discuss alternatives to traditional bathing methods.</p> <p>Recognize the CNA's role in bathing the resident.</p> <p>Define the CNA's role in the application of non-prescribed versus prescribed skin care products.</p> <p>Identify the purpose of a back massage.</p> <p>Demonstrate a back massage according to established standards.</p> <p>Explain the purpose of perineal care.</p> <p>Discuss the indications for perineal care.</p> <p>Demonstrate female perineal care according to established guidelines.</p> <p>Demonstrate male perineal care according to established guidelines.</p> <p>Recognize the role of the CNA in providing perineal care.</p> <p>Identify the importance of providing hair care.</p> <p>Demonstrate brushing and combing hair</p>	<ul style="list-style-type: none"> iv. Shower v. Alternatives to traditional bathing f. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 3. Back Massage <ul style="list-style-type: none"> a. Purpose b. Procedure 4. Perineal Care <ul style="list-style-type: none"> a. Purpose b. Indications c. Procedures <ul style="list-style-type: none"> i. Female perineal care ii. Male perineal care d. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 5. Hair Care <ul style="list-style-type: none"> a. Importance b. Procedure <ul style="list-style-type: none"> i. Brushing/Combing 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>according to established standards.</p> <p>Explain various methods of shampooing hair.</p> <p>Recognize the CNA's role in providing hair care.</p> <p>Explain the importance of shaving as it relates to meeting basic needs.</p> <p>Demonstrate a shave according to established standards.</p> <p>Recognize the CNA's role in shaving a resident.</p> <p>Identify the importance of nail care.</p> <p>Discuss nail care for persons with special conditions.</p> <p>Demonstrate nail care according to established standards.</p> <p>Differentiate between nail care for hands and feet.</p> <p>Recognize the CNA's role in providing nail care</p>	<ul style="list-style-type: none"> ii. Shampooing c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 6. Shaving <ul style="list-style-type: none"> a. Importance b. Procedure <ul style="list-style-type: none"> i. Electric ii. Non-electric c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 7. Nail Care <ul style="list-style-type: none"> a. Importance b. Special conditions <ul style="list-style-type: none"> i. Diabetic ii. Impaired circulation iii. Fungus iv. Other c. Procedure d. CNA role 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>to the resident.</p> <p>Identify the importance of being appropriately dressed.</p> <p>Demonstrate dressing and undressing a person according to established standards.</p> <p>Describe special considerations in dressing and undressing.</p> <p>Discuss the impact of appropriate dress on a person's quality of life and comfort.</p> <p>Recognize the CNA's role in dressing and undressing a resident.</p> <p>Identify various types of applications.</p> <p>Compare and contrast moist and dry applications.</p> <p>Explain the purpose of heat applications.</p> <p>Explain the principles involved in the application of heat.</p> <p>Describe the effects of heat applications.</p> <p>Explain the purpose of cold applications.</p>	<ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting <p>8. Dressing and Undressing</p> <ul style="list-style-type: none"> a. Importance b. Procedure c. Special considerations <ul style="list-style-type: none"> i. Physical limitations ii. Medical equipment iii. Special needs d. Appropriate clothing e. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting <p>9. Applications</p> <ul style="list-style-type: none"> a. Types <ul style="list-style-type: none"> i. Moist/Dry ii. Hot <ul style="list-style-type: none"> – Purpose – Principles – Effects iii. Cold 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain the principles involved in the application of cold.</p> <p>Describe the effects of cold applications.</p> <p>Describe the procedure used for various applications.</p> <p>Identify person at risk for complications associated with various applications.</p> <p>Recognize the CNA's role in caring for a person receiving therapeutic application.</p> <p>Describe the structures of the musculoskeletal system.</p> <p>Describe the types of bones.</p> <p>Describe the function of a joint.</p> <p>Describe the types of joints.</p> <p>Identify the major functions of muscles.</p> <p>Describe the types of muscles.</p> <p>Discuss how age-related changes in the musculoskeletal system may affect a person's life.</p>	<ul style="list-style-type: none"> - Purpose - Principles - Effects <ul style="list-style-type: none"> b. Procedures <ul style="list-style-type: none"> i. Hot ii. Cold c. Safety <ul style="list-style-type: none"> i. Persons at risk ii. Complications d. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting <p>7. Musculoskeletal System</p> <ul style="list-style-type: none"> A. Structures <ul style="list-style-type: none"> 1. Bones <ul style="list-style-type: none"> a. Function b. Types 2. Joints <ul style="list-style-type: none"> a. Function b. Types 3. Muscles <ul style="list-style-type: none"> a. Function b. Types B. Functions of the Musculoskeletal System C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Identify the complications of immobility.</p> <p>Explain why it is important to prevent complications from bed rest.</p> <p>Identify interventions to prevent complications of immobility.</p> <p>Identify types of arthritis.</p> <p>Recognize the CNA's role in caring for the person with arthritis.</p> <p>Identify types of fractures.</p> <p>Describe common causes of fractures including osteoporosis.</p> <p>Recognize the CNA's role in caring for the person in a cast.</p> <p>Recognize the CNA's role in caring for the person in traction.</p> <p>Recognize the CNA's role in caring for the person who has had a hip fracture.</p> <p>Recognize the CNA's role in caring for a person who has had a hip replacement.</p> <p>Recognize the CNA's role in caring for the person</p>	<p>3. Social</p> <p>D. Complications of Immobility</p> <ol style="list-style-type: none"> 1. Contractures 2. Atrophy 3. Other <p>E. Prevention of Complications</p> <ol style="list-style-type: none"> 1. Importance 2. Interventions <p>F. Common Health Concerns</p> <ol style="list-style-type: none"> 1. Arthritis <ol style="list-style-type: none"> a. Types b. CNA role <ol style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 2. Fractures <ol style="list-style-type: none"> a. Types b. Causes c. Treatment modalities d. CNA role <ol style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>with osteoporosis.</p> <p>Identify common causes of amputations.</p> <p>Describe the impact of an amputation on a person's life.</p> <p>Recognize the CNA's role in caring for the person with an amputation.</p> <p>Identify the purpose of range of motion.</p> <p>Explain the safety and comfort guidelines for range of motion exercises.</p> <p>Identify types of range of motion exercises.</p> <p>Describe the movements of range of motion exercise.</p> <p>Demonstrate range of motion exercises according to established standards.</p>	<ul style="list-style-type: none"> 3. Amputation <ul style="list-style-type: none"> a. Causes b. Impact <ul style="list-style-type: none"> i. Physical ii. Emotional iii. Other c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting G. Skills <ul style="list-style-type: none"> 1. Range of Motion Exercises. <ul style="list-style-type: none"> a. Purpose b. Guidelines c. Types <ul style="list-style-type: none"> i. Active ii. Passive iii. Active-assistive d. Range of motion exercises <ul style="list-style-type: none"> i. Abduction ii. Adduction iii. Extension iv. Flexion v. Plantar flexion vi. Dorsi-flexion vii. Opposition viii. Internal rotation ix. External rotation x. Pronation 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Recognize the CNA's role in performing range of motion exercises.</p> <p>Identify the purpose of prosthetic and orthotic devices.</p> <p>Describe the types of prosthetic and orthotic devices.</p> <p>Describe how to apply and remove various prosthetic and orthotic devices.</p> <p>Recognize the CNA's role in the application of prosthetic and orthotic devices.</p> <p>Identify the principles of lifting and moving.</p> <p>Demonstrate various methods for turning a person on his/her side.</p> <p>Demonstrate various methods for moving a person to the head of the bed.</p> <p>Demonstrate various methods for moving a person to the side of the bed.</p> <p>Demonstrate various types of lifts, including mechanical.</p> <p>Recognize the CNA's role in lifting and moving.</p>	<ul style="list-style-type: none"> xi. Supination e. Procedure f. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 2. Prosthetic and Orthotic Devices <ul style="list-style-type: none"> a. Purpose b. Types c. Application & removal d. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 3. Lifting & Moving <ul style="list-style-type: none"> a. Principles b. Procedures <ul style="list-style-type: none"> i. Turning on side ii. Moving to head of the bed iii. Moving to the side of the bed iv. Using a mechanical lift for moving v. Other 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Identify the purpose of repositioning.</p> <p>Explain the principles of repositioning.</p> <p>Demonstrate various types of positions according to established standards.</p> <p>Recognize the CNA's role in repositioning the resident.</p> <p>Explain the principles of transferring a person safely.</p> <p>Discuss the various types of transfers.</p> <p>Demonstrate various procedures for transferring a resident using a transfer/gait belt.</p> <p>Demonstrate proper application of a transfer/gait belt.</p> <p>Demonstrate various procedures for transferring a resident using a mechanical lift.</p> <p>Demonstrate various procedures for transferring a resident to a stretcher.</p> <p>Recognize the CNA's role in transferring a resident.</p>	<ul style="list-style-type: none"> c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 4. Repositioning <ul style="list-style-type: none"> a. Purpose b. Principles c. Types d. Procedures e. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting 5. Transfers <ul style="list-style-type: none"> a. Principles b. Procedures <ul style="list-style-type: none"> i. Transfer/gait belt ii. Mechanical lift iii. Stretcher iv. Other c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss the importance of ambulation.</p> <p>Explain the principles of ambulating.</p> <p>Describe assistive devices utilized for ambulation.</p> <p>Demonstrate various ambulation techniques according to established standards.</p> <p>Recognize the CNA's role in ambulating a resident.</p> <p>Explain the principles of transporting.</p> <p>Demonstrate various methods of transporting according to established standards.</p> <p>Recognize the CNA's role in transporting the resident.</p> <p>Identify the structures of the gastrointestinal system.</p> <p>Identify the functions of the gastrointestinal system.</p>	<ul style="list-style-type: none"> ii. Observations iii. Documentation iv. Reporting <p>6. Ambulating</p> <ul style="list-style-type: none"> a. Importance b. Principles c. Types of assistive devices <ul style="list-style-type: none"> i. Transfer/gait belts ii. Walkers iii. Canes iv. Other d. Procedures e. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting <p>7. Transporting</p> <ul style="list-style-type: none"> a. Principles b. Methods c. CNA role <ul style="list-style-type: none"> i. Person-directed strategies ii. Observations iii. Documentation iv. Reporting <p>8. Gastrointestinal System</p> <ul style="list-style-type: none"> A. Structures B. Functions 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss how age-related changes in the gastrointestinal system may affect a person's life.</p> <p>Identify the importance of nutrition.</p> <p>Discuss healthy nutrition based on the daily requirements.</p> <p>Identify basic food groups.</p> <p>Discuss factors affecting a person's nutrition.</p> <p>Identify the importance of hydration.</p> <p>Explain the principles of hydration.</p> <p>Discuss factors affecting a person's hydration.</p> <p>Identify the purpose of therapeutic diets/nourishments.</p> <p>Explain the principles of therapeutic diets/nourishments.</p> <p>Describe the various types of therapeutic diets.</p> <p>Identify the various types of supplements and nourishments.</p> <p>Recognize the CNA's role in caring for the person receiving a therapeutic diet/nourishment.</p>	<p>C. Age-related Changes</p> <ol style="list-style-type: none"> 1. Physical 2. Psychological 3. Social <p>D. Basic Nutrition</p> <ol style="list-style-type: none"> 1. Importance 2. Minimum daily requirements guidelines 3. Factors affecting <p>E. Hydration</p> <ol style="list-style-type: none"> 1. Importance 2. Principles 3. Factors affecting <p>F. Therapeutic Diets/Nourishments</p> <ol style="list-style-type: none"> 1. Purpose 2. Types of diets 3. Supplemental nourishments <ol style="list-style-type: none"> a. Importance b. Types 4. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Identify the importance of creating a positive dining experience.</p> <p>Explain the principles involved in the dining experiences.</p> <p>Describe methods of creating a person-directed dining experience.</p> <p>Discuss types of dining experiences.</p> <p>Recognize the CNA's role in supporting the dining experience.</p> <p>Identify the importance of providing assistance during dining.</p> <p>Explain the principles involved in providing assistance during dining.</p> <p>Demonstrate safety measures when assisting with the dining experience.</p> <p>Demonstrate assisting person to eat according to established standards.</p> <p>Demonstrate adaptations for assisting a person with special needs.</p>	<ul style="list-style-type: none"> c. Documentation d. Reporting G. Dining Experience <ul style="list-style-type: none"> 1. Importance 2. Principles 3. Person-directed 4. Types <ul style="list-style-type: none"> a. Restaurant style b. Buffet c. Other 5. CNA role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reportin H. Assisting with the Dining Experience <ul style="list-style-type: none"> 1. Principles <ul style="list-style-type: none"> a. Positioning b. Prep and set up c. Assistive devices d. Other 2. Serving the meal <ul style="list-style-type: none"> a. Safety b. Presentation 3. Assisting with eating <ul style="list-style-type: none"> a. Procedure b. Special needs <ul style="list-style-type: none"> i. Visual impairment 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Recognize indications of dysphagia.</p> <p>Recognize indications of squirreling or pocketing food.</p> <p>Recognize indications of aspiration.</p> <p>Demonstrate aspiration precaution.</p> <p>Recognize the CNA's role in assisting with the dining experience.</p> <p>Identify the characteristics of normal bowel elimination.</p> <p>Identify the resident's normal bowel habits/patterns.</p> <p>Discuss the factors affecting bowel elimination.</p> <p>Discuss how aging changes affect bowel elimination.</p> <p>Describe common health concerns associated with bowel elimination.</p> <p>Recognize the CNA's role regarding bowel</p>	<ul style="list-style-type: none"> ii. Cognitive impairment iii. Other 4. Special Concerns <ul style="list-style-type: none"> a. Dysphagia <ul style="list-style-type: none"> i. Swallowing techniques ii. Thickened liquids b. Squirreling (pocketing) c. Aspiration d. Enteral nutrition e. Other 5. CNA role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting I. Bowel Elimination <ul style="list-style-type: none"> 1. Characteristics 2. Patterns 3. Factors affecting 4. Age-related changes <ul style="list-style-type: none"> a. Physical b. Psychological c. Social 5. Common health concerns <ul style="list-style-type: none"> a. Constipation b. Diarrhea c. Other 6. CNA role 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>elimination.</p> <p>Demonstrate assisting a resident with bowel elimination according to established standards.</p> <p>Describe the procedures for collecting a stool specimen.</p> <p>Identify the structures of the urinary system.</p> <p>Identify the functions of the urinary system.</p> <p>Discuss how age-related changes in the urinary system may affect a person's life.</p> <p>Describe common health concerns associated with urinary elimination.</p> <p>Explain the purpose of measuring intake and output.</p> <p>Describe the guidelines for intake and output.</p> <p>Demonstrate the measurement of intake and output according to established standards.</p> <p>Recognize the CNA's role in caring for the person</p>	<ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting <p>7. Procedures</p> <ul style="list-style-type: none"> a. Bedpans b. Commodes c. Briefs d. Incontinent care e. Specimens f. Other <p>9. Urinary System</p> <ul style="list-style-type: none"> A. Structures B. Function C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 3. Social D. Common Health Concerns <ul style="list-style-type: none"> 1. UTI 2. Incontinence 3. Other E. Intake and Output <ul style="list-style-type: none"> 1. Purpose 2. Guidelines <ul style="list-style-type: none"> a. Restrict b. Encourage c. NPO 3. Procedures 4. CNA role 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>on intake and output.</p> <p>Identify characteristics of normal urinary elimination.</p> <p>Identify resident's urinary habits/patterns for elimination.</p> <p>Discuss factors affecting urinary elimination.</p> <p>Demonstrate the procedure for assisting a resident to use a urinal.</p> <p>Demonstrate the procedure for assisting a resident to use a bedpan.</p> <p>Demonstrate the procedure for assisting a resident to use a commode or toilet.</p> <p>Describe the use of various incontinent products.</p> <p>Identify types of urinary incontinence.</p> <p>Describe methods of prevention for urinary incontinence.</p> <p>Describe the CNA's role in the care of the incontinent resident.</p> <p>Discuss the purpose of urinary catheters.</p> <p>Describe the types of urinary catheters.</p>	<ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting <p>F. Urinary Elimination</p> <ul style="list-style-type: none"> 1. Characteristics 2. Patterns 3. Factors affecting 4. Assisting with elimination <ul style="list-style-type: none"> a. Urinal b. Bedpan c. Commode/toilet d. Incontinent products 5. Incontinence <ul style="list-style-type: none"> a. Types b. Causes c. Prevention d. Care 6. Catheters <ul style="list-style-type: none"> a. Purpose b. Types 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe the CNA's role in caring for a resident with an indwelling urinary catheter.</p> <p>Describe the procedures for collecting various urinary specimens.</p> <p>Recognize the CNA's role in regards to urinary elimination.</p> <p>Identify the structures of the reproductive system.</p> <p>Identify the functions of the reproductive system.</p> <p>Discuss how age-related changes in the reproductive system may affect a person's life.</p> <p>Differentiate between sex and sexuality.</p> <p>Discuss promoting sexuality.</p> <p>Recognize the importance of maintaining sensitivity related to a person's sexuality.</p> <p>Discuss ways that a person may inappropriately express sexuality.</p> <p>Describe interventions that may be utilized by the CNA when caring for sexually aggressive</p>	<ul style="list-style-type: none"> c. Care 7. Specimens <ul style="list-style-type: none"> a. Types b. Purpose c. Procedure 8. CNA role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting 10. The Reproductive System <ul style="list-style-type: none"> A. Structures <ul style="list-style-type: none"> 1. Male 2. Female B. Functions C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 3. Social D. Sexuality <ul style="list-style-type: none"> 1. Promoting <ul style="list-style-type: none"> a. Importance b. Approaches 2. Sensitivity <ul style="list-style-type: none"> a. Elder relationships b. Sexual orientation 3. Inappropriate Expression <ul style="list-style-type: none"> a. Sexual aggression 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>residents.</p> <p>Describe interventions that may be used by the CNA when caring for residents who display inappropriate sexually explicit public behaviors.</p> <p>Define Sexually Transmitted Diseases.</p> <p>Identify the various types of Sexually Transmitted Diseases.</p> <p>Describe the signs and symptoms of the various Sexually Transmitted Diseases.</p> <p>Recognize the CNA's role in caring for the person with a Sexually Transmitted Disease.</p> <p>Identify the structures of the cardiovascular system.</p> <p>Identify the functions of the cardiovascular system.</p> <p>Discuss how age-related changes in the cardiovascular system may affect a person's life.</p> <p>Identify the signs and symptoms of various cardiovascular diseases.</p>	<ul style="list-style-type: none"> b. Public displays <p>E. Common Health Concerns</p> <ul style="list-style-type: none"> 1. Sexually Transmitted Diseases <ul style="list-style-type: none"> a. Define b. Types c. Signs and symptoms 2. CNA Role <ul style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting <p>11. The Cardiovascular System</p> <ul style="list-style-type: none"> A. Structure B. Function C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 3. Social D. Common Health Concerns <ul style="list-style-type: none"> 1. Hypertension 2. Coronary Artery Disease 3. Angina Pectoris 4. Myocardial Infarction 5. Congestive Heart Failure 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Recognize the CNA's role in caring for the person with cardiovascular disease.</p> <p>Discuss dietary modification related to cardiovascular diseases.</p> <p>Describe the role of the CNA in the application and removal of anti-embolism stockings (TED hose).</p> <p>Identify the structures of the respiratory system.</p> <p>Identify the functions of the respiratory system.</p> <p>Discuss how age-related changes in the respiratory system may affect a person's life.</p> <p>Identify various types of Chronic Obstructive Pulmonary Disease (COPD).</p> <p>Discuss the psychosocial needs of the resident with COPD.</p> <p>Describe the signs and symptoms of various respiratory illnesses.</p> <p>Recognize the CNA's role in caring for the person with respiratory illnesses.</p>	<p>6. Other</p> <p>E. CNA role</p> <ol style="list-style-type: none"> 1. Person-directed strategies 2. Observations 3. Documentation 4. Reporting <p>F. Dietary Modifications</p> <p>G. Anti-embolism Stockings</p> <p>12. The Respiratory System</p> <p>A. Structures</p> <p>B. Functions</p> <p>C. Age-related Changes</p> <ol style="list-style-type: none"> 1. Physical 2. Psychological 3. Social <p>D. Common Health Concerns</p> <ol style="list-style-type: none"> 1. Chronic Obstructive Pulmonary Disease 2. Asthma 3. Pneumonia 4. Tuberculosis 5. Other <p>E. CNA Role</p> <ol style="list-style-type: none"> 1. Person-directed strategies 2. Observations 3. Documentation 4. Reporting <p>F. Oxygen Therapy</p>	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Identify the purpose of oxygen therapy.</p> <p>Explain the principles involved in oxygen therapy.</p> <p>Identify the types of oxygen delivery.</p> <p>Recognize the CNA's role in caring for the person receiving oxygen therapy.</p> <p>Identify the purpose of artificial ventilation.</p> <p>Recognize the CNA's role when caring for the person with a ventilator.</p> <p>Identify the purposes of sputum collection.</p> <p>Explain procedure used when collecting a sputum specimen.</p> <p>Identify the purpose of measuring temperature.</p> <p>Identify the types of thermometers.</p> <p>Identify sites where temperatures may be measured.</p> <p>Demonstrate obtaining an oral temperature according to established standards.</p> <p>Identify the purpose of measuring the pulse.</p> <p>Identify the sites where a pulse may be</p>	<ol style="list-style-type: none"> 1. Purpose 2. Principles 3. Delivery methods 4. Ventilator 5. CNA role <ol style="list-style-type: none"> a. Person-directed strategies b. Observations c. Documentation d. Reporting G. Sputum Collection <ol style="list-style-type: none"> 1. Purpose 2. Procedure H. Vital Signs <ol style="list-style-type: none"> 1. Temperature <ol style="list-style-type: none"> a. Purpose b. Types of thermometers c. Temperature sites d. Procedures 2. Pulse <ol style="list-style-type: none"> a. Purpose b. Measurement sites 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>measured.</p> <p>Demonstrate obtaining a pulse according to established standards.</p> <p>Identify the purpose of measuring respirations.</p> <p>Discuss various respiratory patterns.</p> <p>Demonstrate obtaining respirations according to established standards.</p> <p>Identify the purpose of measuring a blood pressure.</p> <p>Explain the principles involved in obtaining a blood pressure.</p> <p>Demonstrate obtaining a blood pressure according to established standards.</p> <p>Recognize the CNA's role in measuring vital signs.</p> <p>Discuss the purpose of performing cardiopulmonary resuscitation (CPR).</p> <p>Explain the principles involved in providing CPR.</p> <p>Demonstrate the performance of CPR including one rescuer adult, child and infant CPR and two rescuer adult, child and infant CPR.</p> <p>Demonstrate the performance of foreign airway</p>	<ul style="list-style-type: none"> c. Procedures 3. Respirations <ul style="list-style-type: none"> a. Purpose b. Patterns c. Procedures 4. Blood Pressure <ul style="list-style-type: none"> a. Purpose b. Principles c. Procedures 5. CNA role <ul style="list-style-type: none"> a. Observations b. Critical thinking c. Documentation d. Reporting I. Cardiopulmonary Resuscitation (CPR) <ul style="list-style-type: none"> 1. Purpose 2. Principles 3. Procedures <ul style="list-style-type: none"> a. One rescuer b. Two rescuer c. Foreign body airway obstruction d. Mask 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>obstruction for adult, child and infant victims.</p> <p>Recognize the CNA's role related to CPR.</p> <p>Identify the structures of the nervous system.</p> <p>Identify the functions of the nervous system.</p> <p>Discuss how age-related changes in the nervous system may affect a person's life.</p> <p>Discuss the signs and symptoms of various nervous disorders.</p> <p>Identify various types of traumatic injuries.</p> <p>Describe the signs and symptoms of various traumatic injuries.</p> <p>Identify communication problems resulting from hearing disorders.</p> <p>Discuss communication strategies when caring for a resident with a hearing disorder.</p> <p>Identify special concerns associated with caring for a resident with a visual disorder.</p> <p>Discuss ways the CNA can promote independence of the person with a visual</p>	<ul style="list-style-type: none"> e. Automatic external defibrillator 4. CNA role <ul style="list-style-type: none"> a. Observations b. Critical thinking c. Documentation d. Reporting 5. CPR/Heimlich Certification <p>13. The Nervous System</p> <ul style="list-style-type: none"> A. Structures B. Functions C. Age-related Changes <ul style="list-style-type: none"> 1. Physical 2. Psychological 3. Social D. Common Health Concerns <ul style="list-style-type: none"> 1. Cerebrovascular Accident 2. Parkinson's Disease 3. Multiple Sclerosis 4. Traumatic injuries 5. Hearing Disorders <ul style="list-style-type: none"> a. Special concerns b. Communication strategies 6. Visual Disorders <ul style="list-style-type: none"> a. Special concerns b. Promoting independence <ul style="list-style-type: none"> i. Observations 	<p>CNAs must be certified in CPR in order to pass the course and be able to take the certification exam.</p>

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>disorder.</p> <p>Recognize the CNA's role in caring for the person with various nervous system disorders.</p> <p>Identify the purpose of hearing aids/instruments.</p> <p>Discuss the various types of hearing aids/instruments.</p> <p>Explain the care of the hearing aid/instrument.</p> <p>Explain the insertion and removal of the hearing aid/instrument.</p> <p>Recognize the CNA's role in caring for a person with a hearing aid/instrument.</p> <p>Identify the purpose of visual aids.</p> <p>Discuss the various types of visual aids.</p> <p>Explain the care of visual aids.</p> <p>Recognize the CNA role in caring for a person with visual aids.</p>	<ul style="list-style-type: none"> ii. Documentation iii. Reporting 7. Other E. CNA Role <ul style="list-style-type: none"> 1. Observations 2. Critical thinking 3. Documentation 4. Reporting F. Skills <ul style="list-style-type: none"> 1. Hearing Aids/Instruments <ul style="list-style-type: none"> a. Purpose b. Types c. Procedure d. CNA role <ul style="list-style-type: none"> i. Observations ii. Critical thinking iii. Documentation iv. Reporting 2. Visual Aids <ul style="list-style-type: none"> a. Purpose b. Types c. Procedure d. CNA role <ul style="list-style-type: none"> i. Observations ii. Critical thinking iii. Documentation iv. Reporting 	

MODULE VI: CARE OF THE RESIDENT
45 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
	3. Other prosthetics	

MODULE VII: FUNDAMENTALS OF REHABILITATION/RESTORATIVE NURSING

2 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Explain the philosophy of rehabilitation.</p> <p>Review basic human needs.</p> <p>Identify individual motivations for the resident participating in rehabilitation.</p> <p>Apply holism to the philosophy of rehabilitation.</p> <p>Discuss principles of rehabilitation.</p> <p>Compare and contrast rehabilitation and restorative nursing.</p> <p>Identify the members of the rehabilitation team.</p> <p>Identify state and federal regulations that have an impact on rehabilitation/restorative care.</p> <p>Recognize the CNA's role in providing rehabilitation/restorative care.</p>	<ol style="list-style-type: none"> 1. Philosophy <ol style="list-style-type: none"> A. Human Motivation <ol style="list-style-type: none"> 1. Overview 2. Current theories 3. Effect on outcomes B. Holistic Care 2. Principles 3. Purposes <ol style="list-style-type: none"> A. Rehabilitation B. Restorative 4. Team <ol style="list-style-type: none"> A. Importance B. Members 5. State and Federal Regulations <ol style="list-style-type: none"> A. Residents Rights B. Resident Behaviors and Facility Practices C. Quality of Life D. Quality of Care 6. CNA Role <ol style="list-style-type: none"> A. Importance B. Caregiving Modifications C. Observation D. Reporting E. Documentation 	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p>

MODULE VII: FUNDAMENTALS OF REHABILITATION/RESTORATIVE NURSING

2 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe the types of Activity of Daily Living (ADL) programs available for persons needing rehabilitation/restorative care.</p> <p>Explain the purpose of ADL programs.</p> <p>Describe the adaptive devices available to assist with performance of ADLs.</p> <p>Explain the purpose of adaptive devices.</p> <p>Recognize the CNA's role in caring for the person using an adaptive device.</p>	<p>7. ADL Programs</p> <p>A. Types</p> <ol style="list-style-type: none"> 1. Eating 2. Dressing/grooming 3. Mobility 4. Communication 5. Other <p>B. Purpose</p> <p>C. Adaptive Devices</p> <ol style="list-style-type: none"> 1. Types <ol style="list-style-type: none"> a. Eating b. Dressing/grooming c. Mobility d. Communication e. Other 2. Purpose 3. CNA role <ol style="list-style-type: none"> a. Importance b. Caregiving modification c. Observation d. Reporting e. Documentation 	

MODULE VIII: END OF LIFE CARE
4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define key terms identified in this module.</p> <p>Discuss the impact of spiritual beliefs on one's attitude.</p> <p>Discuss the impact that cultural beliefs impact one's attitude.</p> <p>Examine one's feelings about providing care for the terminally ill resident.</p> <p>Explore legal issues associated with end of life care.</p> <p>Explain the significance of Advance Directives.</p> <p>Discuss the implications of a "do not resuscitate" order.</p> <p>Discuss the Physician's Order for Life Sustaining Treatment (POLST).</p> <p>Discuss current state and federal regulations related to end of life issues.</p> <p>Identify the physical needs of the dying person.</p> <p>Identify the signs of approaching death.</p>	<ol style="list-style-type: none"> 1. End of Life Issues <ol style="list-style-type: none"> A. Attitudes <ol style="list-style-type: none"> 1. Spiritual beliefs 2. Cultural beliefs B. Legal Issues <ol style="list-style-type: none"> 1. Self determination 2. Guardianship 3. Advance directives <ol style="list-style-type: none"> a. Living wills b. Power of attorney 4. Do not resuscitate 5. Physician's Order for Life Sustaining Treatment 6. Other 2. State and Federal Regulations <ol style="list-style-type: none"> A. Resident Rights B. Resident Behaviors and Facility Practices C. Quality of Life D. Quality of Care 3. Care of the Dying Person <ol style="list-style-type: none"> A. Physical <ol style="list-style-type: none"> 1. Signs of approaching death 	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Procedure demonstration optional</p>

MODULE VIII: END OF LIFE CARE
4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss ways to promote comfort for the dying resident.</p> <p>Identify the psychological needs of the dying person.</p> <p>Discuss how to preserve the dying person's rights.</p> <p>Discuss the importance of celebrating a person's life.</p> <p>Describe strategies to celebrate a person's life.</p> <p>Describe the grieving process.</p> <p>Discuss various facility practices to honor deceased residents.</p> <p>Recognize the CNA's role in meeting the physical needs of the dying person.</p> <p>Recognize the CNA role in meeting the psychosocial needs of the dying person.</p> <p>Discuss the philosophy of hospice and palliative care.</p> <p>Discuss the goals of hospice and palliative care.</p> <p>Describe ways that hospice and palliative care are incorporated into the plan of care.</p>	<p>2. Comfort measures</p> <p>B. Psychosocial</p> <p>1. Rights of the dying person</p> <p>2. Celebrating the person's life</p> <p> a. Importance</p> <p> b. Creative strategies</p> <p>3. Honoring spirituality</p> <p>4. Grieving process</p> <p> a. Dying person</p> <p> b. Friends/loved ones</p> <p> c. Caregivers</p> <p>5. Facility practices for honoring resident</p> <p>C. CNA Role</p> <p>1. Observations</p> <p>2. Critical thinking</p> <p>3. Documentation</p> <p>4. Reporting</p> <p>4. Hospice and Palliative Care</p> <p>A. Philosophy</p> <p>B. Goals</p> <p>C. Caregiver and Staff Roles</p>	

MODULE VIII: END OF LIFE CARE
4 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain the principles involved in caring for the body after death.</p> <p>Perform postmortem care according to established facility practices.</p>	<p>5. Post-Mortem Care</p> <p>A. Principles</p> <p>B. Procedure</p>	

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA
12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Differentiate between normal aging and dementias.</p> <p>Describe how dementias are diagnosed.</p> <p>List types of reversible dementia.</p> <p>List types of non-irreversible dementia.</p> <p>Describe the physical changes that occur as the person progresses through Alzheimer's Disease.</p> <p>List the signs and symptoms of Alzheimer's Disease.</p> <p>Describe impact of cognitive impairment on society, the family, and the individual.</p> <p>Discuss current state and federal regulations related to care of the person with dementia.</p> <p>Discuss the philosophy of person-directed ability centered care.</p> <p>Describe the goals of ability centered care.</p>	<ol style="list-style-type: none"> 1. Cognitive Impairment <ol style="list-style-type: none"> A. Alteration in Cognition <ol style="list-style-type: none"> 1. Normal 2. Disease B. Reversible Dementia C. Non-Reversible Dementia 2. Alzheimer's Disease <ol style="list-style-type: none"> A. Changes in the Brain B. Disease Progression C. Signs and Symptoms 3. Impacts of Cognitive Impairments <ol style="list-style-type: none"> 1. Society 2. Family 3. Individual 4. State and Federal Regulations <ol style="list-style-type: none"> A. Resident Rights B. Resident Behaviors and Facility Practices C. Quality of Life D. Quality of Care 5. Ability Centered Care <ol style="list-style-type: none"> A. Overview <ol style="list-style-type: none"> 1. Philosophy 2. Goals 	<p>Reading assignment</p> <p>Lecture</p> <p>Classroom discussion</p> <p>Group activities</p> <p>Multimedia</p> <p>Clinical</p>

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA

12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Discuss the importance of a team approach in caring for a person with dementia.</p> <p>Discuss the role of the CNA in providing ability centered care.</p> <p>Discuss elements of a therapeutic environment.</p> <p>Discuss creative strategies to promote a therapeutic environment.</p> <p>Describe how challenges in communication change as the person progresses through the stages of dementia.</p> <p>Discuss creative strategies to enhance communication.</p> <p>Discuss appropriate techniques for physical touch with someone with dementia.</p> <p>Examine the importance of relationships between caregivers and the person who has dementia.</p> <p>Describe ways that the CNA can enhance their relationship with the person with dementia.</p> <p>Discuss examples of activities appropriate for persons in different stages of dementia.</p> <p>Discuss approaches the CNA can utilize to engage residents in activities.</p> <p>Compare and contrast traditional vs. non-traditional activities.</p>	<ul style="list-style-type: none"> 3. Team approach 4. Role of the CNA B. Therapeutic Environment <ul style="list-style-type: none"> 1. Elements 2. Creative strategies C. Communication <ul style="list-style-type: none"> 1. Challenges 2. Creative strategies <ul style="list-style-type: none"> a. Verbal b. Nonverbal c. Touch D. Relationships <ul style="list-style-type: none"> 1. Importance 2. Enhancing E. Activities <ul style="list-style-type: none"> 1. Approaches 2. Traditional vs. Non-Traditional 	

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA
12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Compare and contrast structured vs. spontaneous activities.</p> <p>Discuss the purpose of restorative goals.</p> <p>Explore physical challenges related to each ADL.</p> <p>Explore psychosocial challenges related to each ADL.</p> <p>Investigate environmental challenges related to each ADL.</p> <p>Explore approaches to support resident's independence in each ADL.</p>	<p>3. Structured vs. Spontaneous</p> <p>F. ADLs</p> <ol style="list-style-type: none"> 1. Restorative Goals <ol style="list-style-type: none"> a. Improve performance b. Maintain abilities c. Prevent complications 2. Dressing <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 3. Bathing <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 4. Grooming <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 5. Oral Hygiene <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 6. Toileting <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 7. Eating/Nutritional issues <ol style="list-style-type: none"> a. Physical challenges b. Psychosocial challenges c. Environmental challenges d. Approaches to support independence 	

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA
12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Explain the difference between symptoms and behaviors.</p> <p>Describe defense mechanism/ coping behaviors used to compensate for cognitive impairment.</p> <p>Examine ways the CNA can diminish behavioral challenges.</p> <p>Explore creative strategies to manage common behavioral challenges.</p>	<p>e. Approaches to enhance dining experience</p> <p>8. Other</p> <p>6. Understanding Behaviors as Unmet Needs</p> <p>A. Symptoms versus Behaviors</p> <p>B. Defense Mechanisms</p> <p>C. Principles for Understanding Behaviors</p> <p>D. Common Behaviors</p> <p>1. Purposeful wandering</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>2. Agitation and Aggression</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>3. Catastrophic reaction</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>4. Combativeness</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>5. Delusions/Hallucinations/Paranoia</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>6. Rummaging and Hoarding</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>7. Sexual behavior</p> <p>a. Meaning or potential need</p> <p>b. Creative management strategies</p> <p>8. Sleep disturbances</p> <p>a. Meaning or potential need</p>	

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA

12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe challenges in maintaining the safety of the resident while supporting their need to remain active.</p> <p>Investigate creative strategies to provide for the safety of the person with dementia.</p> <p>Identify issues experienced by persons with dementia.</p> <p>Describe role changes and reversals that the person with dementia experiences.</p> <p>Discuss stressors experienced by the person with dementia.</p> <p>Discuss grief and loss issues experienced by the person with dementia.</p>	<ul style="list-style-type: none"> b. Creative management strategies 9. Sundowning <ul style="list-style-type: none"> a. Meaning or potential need b. Creative management strategies 10. Wanting to go home <ul style="list-style-type: none"> a. Meaning or potential need b. Creative management strategies 11. Indifference <ul style="list-style-type: none"> a. Meaning or potential need b. Creative management strategies 12. Purposeful walking <ul style="list-style-type: none"> a. Meaning or potential need b. Creative management strategy 13. Other behaviors <ul style="list-style-type: none"> a. Meaning or potential need b. Creative management strategies <p>7. Safety</p> <ul style="list-style-type: none"> A. Challenges <ul style="list-style-type: none"> 1. Physical 2. Psychosocial 3. Environmental B. Creative Care Strategies <p>8. Psychosocial Needs</p> <ul style="list-style-type: none"> A. Person with Dementia <ul style="list-style-type: none"> 1. Role changes 2. Stressors 3. Grief and loss issues 	

MODULE IX: ALZHEIMER'S AND RELATED DEMENTIA
12 Hours

<u>OBJECTIVES</u>	<u>CONTENT OUTLINE</u>	<u>TEACHING/LEARNING ACTIVITIES</u>
<p>Describe coping strategies for the person with dementia.</p> <p>Describe the role changes and reversals family members go through when a loved one has dementia.</p> <p>Describe ways to manage the stresses of caring for persons with cognitive impairment.</p> <p>Discuss grief and loss issues.</p> <p>Discuss the psychological support that family and loved ones might need in coping with dementia.</p> <p>Identify stressors experienced by the caregivers and staff.</p> <p>Discuss grief and loss issues.</p> <p>Describe coping strategies for those caring for persons with cognitive impairment.</p> <p>Identify community resources available for those persons impacted by dementia.</p>	<ol style="list-style-type: none"> 4. Coping strategies <ol style="list-style-type: none"> a. Understanding disease progression b. Realistic expectations c. Self-care B. Family and Loved Ones <ol style="list-style-type: none"> 1. Role changes 2. Stressors 3. Grief and loss issues 4. Coping strategies <ol style="list-style-type: none"> a. Understanding disease progression b. Realistic expectations c. Self-care C. Caregivers and Staff <ol style="list-style-type: none"> 1. Stressors 2. Grief and loss issues 3. Coping strategies <ol style="list-style-type: none"> a. Understanding disease progression b. Realistic expectations c. Self-care d. Recognizing burnout <p>9. Resources</p> <ol style="list-style-type: none"> A. Person with Dementia B. Families and Loved Ones C. Caregivers and Staff 	