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

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<th>Intended Grade Level</th>
<th>11-12</th>
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STRAND 1
Certification-Students will describe the process for certification as a CNA.

Standard 1
Discuss laws and regulations that govern the work and certification of nurse assistants.

Standard 2
Abuse registry.

Standard 3
Explore the job duties of a nurse assistant.

Standard 4
Nursing Assistant Code of Ethics.

Standard 5
Scope of Responsibility.

STRAND 2
Orientation-Students will understand how their role fits into the overall health care environment.

Standard 1
Explain the purpose of various health care organizations.

Standard 2
Identify the members of the health care and nursing teams.

Standard 3
Identify the requirements of a CNA.

Standard 4
Identify ethical and legal practices in health care.

Standard 5
Describe the patient/resident bill of rights.

Standard 6
Demonstrate the following skills:
  - Verbalizes resident’s rights
  - Verbalizes signs of abuse
STRAND 3
Communication-Students will understand the various methods of giving and obtaining information.

Standard 1
Describe verbal and non-verbal forms of communication.

Standard 2
Identify information gathering techniques.

Standard 3
Discuss how and when to report observations.

Standard 4
Identify the procedures and rules related to documentation.

Standard 5
Performance Skills
Demonstrate the following skills:
  • Ability to converse with residents
  • Give verbal report
  • Ability to document/chart correctly
  • Gives signs of declining condition

STRAND 4
Infection Control-Students will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Standard 1
Explain the relationship between microorganisms and infections.

Standard 2
List how microorganisms are spread.

Standard 3
Explain the body’s defenses against infection.

Standard 4
Explain standard (universal) precautions and transmission-based precautions.

Standard 5
Recognize sterile and non-sterile items and situations.

Standard 6
Explain the principle of asepsis.
Standard 7
Explain personal and environment infection control measures.

Standard 8
Understand the role of OSHA related to infection control.

Standard 9
Demonstrate the following skills:
- Hand washing-no hand sanitizer to be used after peri-care or bedpan use
- Gloving
- Put on and remove personal protective equipment (PPE)
- Standard (universal) precautions
- Transmission-based (isolation) precautions

Standard 10
Diseases and Conditions:
- Acquired immunodeficiency syndrome (AIDS)
- Human immunodeficiency virus (HIV)
- Hepatitis
- Tuberculosis (TB)

**STRAND 5**
Basic Safety/Emergencies-Students will understand the existing and potential hazards to clients, coworkers, and self.

Standard 1
Identify safety measures that should be used for patient/resident care.

Standard 2
List fire prevention rules and steps to follow if a fire occurs.

Standard 3
Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.

Standard 4
Describe symptoms and treatment of a foreign body airway obstruction.

Standard 5
Differentiate between life threatening and non-life-threatening emergencies.

Standard 6
List beginning and ending procedure actions to provide when providing care.

Standard 7
Identify rules and processes related to restraints.
Standard 8
Demonstrate the following skills:
  - Proper body mechanics
  - Care of patients/residents who fall
  - Safety/emergency procedures, including abdominal thrusts (Heimlich maneuver)
  - Application of chest/vest, limb, pelvic, and waist restraints

Standard 9
Diseases and Conditions:
  - Aspiration
  - Cardiac arrest
  - Respiratory arrest
  - Respiratory distress

STRAND 6
Body Mechanics/Ergonomics and Assisting the Patient with Mobility—Students will understand the principles related to patient mobility.

Standard 1
Describe the principles of body mechanics and transferring.

Standard 2
Describe the principles of positioning and resident placement.

Standard 3
Explain the importance of preventing the complications of immobility.

Standard 4
Identify the principles of ambulation and use of assistive devices.

Standard 5
Describe how a Certified Nurse Assistant can recognize and report pain.

Standard 6
Performance Skills
Demonstrate the following skills:
  - Moving and positioning residents
  - Assisting residents to move to the head of the bed
  - Assist residents to move to the head of the bed using lift/draw sheet and assistant
  - Moving a resident to one side of the bed
  - Tuming a resident away from you
  - Logrolling a resident using a draw sheet
  - Assisting a resident to edge of bed to dangle
  - Proper use of the gait belt
NURSE ASSISTANT

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

**Standard 7**

Diseases and Conditions:
- Atrophy
- Blood clot
- Contractures
- Decubitus (pressure) ulcer
- Pneumonia

**STRAND 7**

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

**Standard 1**

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

**Standard 2**

Explain proper placement and answering of call lights.

**Standard 3**

Describe the general furniture/equipment and its proper use.

**Standard 4**

Explain the general guidelines of making a bed.
Standard 5
Understand the process of admitting, discharging, and transferring a patient/resident.

Standard 6
Performance Skills
Demonstrate the following skills:
• Bed making
  • Occupied: complete/foundation change only
• Call light placement
• Weight-standing scale only
• Height-standing or supine
• Wheelchair height
• Know placement of footboard/cradle

STRAND 8
Basic Human Needs—Students will recognize that all human beings share common needs.

Standard 1
Identify basic needs for maintaining life and mental well-being.

Standard 2
Recognize physical, mental, psychosocial, and sexuality needs of the elderly.

Standard 3
Recognize, understand, and respect a patient’s/resident’s need for cultural, religion, and individual beliefs.

Standard 4
Demonstrate the following skill:
  • Verbalize how to promote resident independence

STRAND 9
Measuring Vital Signs—Students will collect baseline information and compare it to normal values.

Standard 1
List factors which can affect vital signs.

Standard 2
State normal ranges for vital signs.

Standard 3
Understand the CNA’s role in the use of oxygen.
Standard 4

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

Standard 5
Diseases and Conditions:
- Hypertension
- Hypotension

STRAND 10

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

Standard 1
Explain the importance of cleanliness, good hygiene, and grooming.

Standard 2
Describe the general rules related to bathing patients and the observations to make.

Standard 3
Identify the safety precautions for patients taking tub baths or showers.

Standard 4
Identify the purposes of perineal care.

Standard 5
Describe the principles of skin care.

Standard 6
Identify the purposes of a back massage.

Standard 7
Explain the importance of oral hygiene and list the observations to report.

Standard 8
Explain the importance of hair care, shaving, nail, and foot care.
Standard 9

Performance Skills
Demonstrate the following skills:

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

STAND 11

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

Standard 1
To safely serve residents meals.

Standard 2
To understand MyPlate and its importance.

Standard 3
To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions.
Standard 4
To learn the different types of textures residents require for their meals.

Standard 5
To understand why to thicken liquids, the types of thickening and who makes the order to thicken liquids.

Standard 6
To be able to convert ounces to cc/mls.

Standard 7
To record intake by percentage and fluid amount and its importance.

Standard 8
Demonstrate the following skills:
- Position resident and serve a meal tray
- Assist resident at mealtime
- Feed a resident a complete meal
- Feed a resident with swallowing difficulties
- Estimate the amount of solid food eaten
- Measure and record fluid intake
- Convert ounces to milliliters/cubic centimeters

Standard 9
Diseases and Conditions:
- Aspiration
- Dysphagia

STRAND 12
Elimination-Students will understand procedures and processes related to human elimination.

Standard 1
Identify basic structures and functions of the urinary and digestive system.

Standard 2
Define terminology related to elimination.

Standard 3
Demonstrate ability to perform the skills outlined.

Standard 4
Promote resident independence and safety.

Standard 5
Respect resident’s rights.
**Standard 6**
Demonstrate the following skills:
- Position Foley catheter/bag/tubing
- Empty down drainage bag and measure/record urine output
- Assist with a bedpan/fracture pan
- Collect a stool specimen
- Assist male residents with urinals
- Place and care for bedpan correctly
- Assist resident with bedside commode/to bathroom
- Empty, position, and provide catheter care
- Discard, change the down drain and document
- Measure output correctly using graduated container
- Ostomy care
- Knowledge of and care for resident needing an enema
- Specimen collection:
  - Simple urinalysis
  - Simple stool
  - Clean catch/midstream

**Standard 7**
Diseases and Conditions:
- Bowel obstruction
- Colon cancer
- Dialysis
- Diarrhea
- Fecal impaction
- Hemorrhoids
- Incontinence
- Kidney failure
- Kidney stone
- Urinary Tract Infection (UTI)

**STRAND 13**
Body Systems-Students will describe basic anatomy and physiology of specific body systems in addition to basic pathophysiology and modifications of care.

**Standard 1**
Know the definitions of the key terms listed in each body system module.

**Standard 2**
Explain the basic structures and function of each system.
Standard 3
Describe basic diseases of each system.

Standard 4
Describe any changes to report to the nurse.

Standard 5
Common Diseases and Conditions related to specific systems.

STRAND 14
Cognitive Impairment and Mental Illness—students will discuss principles to follow when caring for cognitively altered conditions and mentally ill patients.

Standard 1
Identify general principles to follow in caring for cognitively altered and mentally ill residents.

Standard 2
Define ways to modify care when caring for cognitively altered and mentally ill residents.

Standard 3
Define the role of social services.

STRAND 15
Rehabilitation and Restorative Care—Students will understand the goals of rehabilitation and restorative care.

Standard 1
Describe how rehabilitation involves the whole person.

Standard 2
Identify restorative care.

Standard 3
List the common rehabilitation services.

Standard 4
Explain how to promote quality of life.

Standard 5

Performance Skills
Demonstrate the following skills:

- Apply cold pack or warm compress
- Application of anti-embolism stockings (ted hose), thigh and knee high
- Verbalize active range of motion of lower and upper extremities
- Perform passive range of motion exercises
STRAND 16
Death and Dying—Students will describe the needs and care of a dying patient.

Standard 1
Identify the needs of the dying resident.

Standard 2
List and define the five stages of Kubler-Ross’s grieving process.

Standard 3
Describe death with dignity.

Standard 4
Identify physical care of the dying patient.

Standard 5
Perform post mortem care.

Standard 6
Demonstrate the following skills:
  • Post mortem care
  • Observation for changes in death and dying
  • Give signs of declining condition