

**VIRGINIA BOARD OF NURSING
Education Informal Conference Committee
Agenda**

March 6, 2019

**Department of Health Professions, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233
Board Room 1**

9:00 A.M. Education Informal Conference Committee – Conference Center Suite 201

Committee Members: Joyce A. Hahn, PhD, RN, NEA-BC, FNAP, Chair
Laura Freeman Cei, BS, LPN, CCRP

Nursing Education Programs

Request to Increase Enrollment

Medical Solutions Academy, PN Program, Danville, US28110700

Request to Change from a Day to Evening Program

Bryant & Stratton College, ADN Program, Hampton, US28409900

Relocation of Campus

Chamberlain University, BSN Program, Arlington, US28500600

Request to Change Length of Program

Fairfax County Public Schools, PN Program, Springfield, US28108600

11:00 Public Comment

Applications to Establish Nursing Education Programs: Update

Practical Nursing Programs:

Salvation Academy, Alexandria

American National University, Salem

Registered Nursing Programs:

Stratford University, BSN, Virginia Beach

Regent University, BSN, Withdrawing Application

American National University, ADN, Salem

ECPI University, BSN, Norfolk

NCLEX Pass Rates Below 80% for 1 Year

NCLEX Pass Rates Below 80% for 2 Years

NCLEX Pass Rates Below 80% for 3 Years

Virginia and National NCLEX Pass Rates 2018

Nurse Aide Education Programs

Nurse Aide Education Program Application

Grace Health and Rehabilitation Center of Greene County – Application for a Hybrid Program

Our mission is to ensure safe and competent patient care by licensing health professionals, enforcing standards of practice, and providing information to health care practitioners and the public.



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

www.dhp.virginia.gov
TEL (804) 367- 4400
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Virginia Board of Nursing
Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

Revised

February 11, 2019

Mary Williamson, RN, MSN
Program Director
Medical Solutions Academy
306 Poplar Street
Danville, VA 24541

RE: Request to Increase Enrollment by Adding an Additional Cohort

Dear Ms. Williamson:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the request to increase enrollment by adding an additional cohort to begin in April 2019 at Medical Solutions Academy, Danville. The committee will meet at 9:00 a.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of each application, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

Medical Solutions Academy
Practical Nursing Program
February 11, 2019
Page 2

The Committee will make one of the following recommendations to the Board:

To grant the request; or
Request additional information; or
To deny request.

The Board of Nursing will take action on the recommendation from the Committee. The procedure is consistent with the Board of Nursing Laws and Regulations and the Virginia Administrative Process Act in that it provides for an informal conference for the initial decision while allowing for the Board or a panel thereof to consider the matter in a formal hearing if agreement is not reached informally.

In any instance where an adverse recommendation is accepted by the Board of Nursing, within thirty-three (33) days of the date of the order/action, the program director may request a formal hearing before the Board or a panel thereof, in accordance with Virginia Code §2.2-4020 and §54.1-2400 (11).

Please contact me if you have any questions.

Sincerely,



Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Lakesha Reed- Curtis, Owner
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

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MEMORANDUM

To: Education IFC Members

From: Paula B. Saxby, R.N., Ph.D.

Date: January 24, 2019

Subject: Medical Solutions Academy, Danville
Practical Nursing Education Program
Request to Increase Enrollment

Lakesha Reed-Curtis, owner of Medical Solutions Academy's practical nursing education program in Danville, has requested an increase in enrollment for their PN program beginning in April 2019. Attached are the following tabs:

1. Request to increase enrollment by adding an additional cohort of ten students with a start date in April 2019; A revised plan of study increasing the hours of PN 111 from 48 hours to 60 hours;
2. CV's for two new faculty members (Kenneth Hawker and Diane Guy);
3. Emails regarding the request to increase enrollment;
4. Quarterly report and emails regarding quarterly report for January 2019;
5. Quarterly report and emails regarding quarterly report for October 2018;
6. Email regarding the quarterly report for July 2018;
7. Email communication from Charlette Ridout in May 2018 regarding the requirements for quarterly reports;
8. Note to file, dated January 24, 2019, regarding the first clinical rotation that began on January 11, 2019; and
9. Initial approval letter dated May 21, 2018 granting approval to admit no more than 10 students every 13 months.



Medical Solutions of America

306 Poplar Street
Danville, Va 24541
Phone: 434-836-8393
Fax: 434-836-8394
medicalsolutionsacademy@gmail.com

To Whom It May Concern:

I, Lakesha Reed-Curtis, owner of Medical Solutions Academy, am requesting to start an April cohort of 10 Practical Nursing students. Initially we wanted to enroll every 13 months but due to the high demand, we are very capable of starting a cohort in April of 2019 and we will start our 3rd cohort in November of 2019 as originally planned. This will have us starting a cohort twice a year.

Schedule of Classes

Sept. 2018 cohort will graduate Oct. 2019

April 2019 class will graduate May 2020

Nov. 2019 cohort will graduate Dec. 2020

If we are approved to start in April the current cohort that is enrolled will be enrolled in Pharmacology and Mental Health at the time. This cohort comes to class on Tuesday and Thursday and the new cohort will come on Monday and Wednesday. There will be no overlapping of the classes. The Sept cohort will be in clinicals at Riverside Health Care and Southern Virginia Mental Health Institute at the time of the April cohort enrollment. Clinicals take place on Friday and Saturday. Once the April cohort starts clinicals, which will begin in July, the Sept. cohort will have advanced to Sovah Health, which is the hospital in Danville, Va. and the pediatric clinical sites. They will have also advanced to practicing their skills/scenarios at Southern Virginia Higher Education Center in South Boston, Va. with whom we have a contract with. At no time will the clinical sites or classroom time overlap. Carmen Collins, RN who teaches Mental Health and Charmaine Cockran BSN, RN who teaches OB/PEDs will never overlap in teaching their courses, as these are the only courses they teach in the PN program aside from clinicals if we should ever need them. We have hired two new instructors, one who is MSN prepared that is readily available and hired to teach Med/Surg, Fundamentals, and clinicals once we are approved for this second group. I, Lakesha Reed-Curtis, will instruct Nutrition and Medical Terminology and fill in if needed. Mrs. Williamson will be with the Sept. cohort. We have more than enough instructors. Medical Solutions does not have any other evening classes scheduled at the institution during the time that the two cohorts will be in place. The clinical sites are in place, due to the fact that two of these two groups will not be there at the same time. There will be at least a 5-month gap between the two cohorts visiting any clinical site at any given time.

"The foundation of your healthcare career."

Overview:

Sept 2018 will have completed:

PN 101-Med Terminology

PN 110- Basic Nutrition

PN 111- Fundamentals of Nursing

PN 112- Pharmacology (this course will be In process once the April cohort starts)

This cohort will have also completed 152 hours of clinical at this time. The April cohort will not start clinical until July 13th. They will start there clinicals at Riverside Health Care Center and the Sept cohort will be attending clinicals at Sovah Health.

We have attached the new faculty roster as well as the resumes of both of the newly hired instructors.

If you have any questions or concerns, feel free to contact me or Mary Williamson MSN, RN at 434-836-8393.

With Regards,



Lakesha Reed-Curtis MSN, RN

Owner of Medical Solutions Academy

Medical
Solutions
Academy

Medical Solutions of America

DEC 04 2018

DHP

306 Poplar Street
Danville, Va 24541
Phone: 434-836-8393
Fax: 434-836-8394
medicalsolutionsacademy@gmail.com

To Whom It May Concern:

I am sending in the revised Plan of Study for Medical Solutions Academy's Practical Nursing Program. We increased the hours of lecture in PN 110 Basic Nutrition. We have also hired two additional part-time RN's to help with the PN program should we start a new cohort in April.

If you have any questions or concerns feel free to contact me or Mary Williamson MSN, RN at 434-836-8393.

Regards,

L. Reed-Curtis MSN, RN

Lakesha Reed-Curtis MSN, RN

Plan of Study –Practical Nursing Program

<u>Term 1</u>	<u>Credit Hours</u>	<u>Lecture Hours</u>	<u>Clinical Hours</u>	<u>Lab Hours</u>
PN 101- Medical Terminology	1	15	0	0
PN 110- Basic Nutrition	3	60	0	0
PN 111- Fundamentals of Nursing	9	64	204	84
<u>Term 2</u>				
PN 112- Pharmacology	3	30	0	12
PN 113- Mental Health Nursing	3	40	40	0
PN 114- Medical Surgical Nursing 1	3	38	78	0
<u>Term 3</u>				
PN 115- OB/PEDS	3	20	27	0
PN 116- Medical – Surgical Nursing 2	3	24	56	0
PN 117- Trends of Practical Nursing	1	15	0	0

We increased the number of hours in PN 111- Nutrition from 48 hours of lecture to 60

Kenneth Hawker

186 Capri Ct • Danville, VA 24541 • Phone: 434-384-2706 • E-Mail: Skippy2814@hotmail.com



Objective

I wish to pursue a teaching opportunity at the Medical Solutions Academy in Danville VA.

Experience

- **Third Shift Supervisor** April 2018 - Present
 - I supervise the 90-bed facility of Gretna Health and Rehab. I supervise up to 3 nurses nightly and 6 CAN's and monitor the patients that come in and out of the building during the night for emergency treatment. I assist with running the codes in the facility, as I am usually the only RN in the building. I have to call the deaths and communicate this with the families and assist them and the funeral homes when arriving to the facility. I assist the nurses when they have incidents occur or need to send patients out for emergency treatment. I work the medication cart when staffing is short. I report nightly issues to the Director of nursing and the unit managers in the morning. I perform admission audits, chart audits, skin assessments audits, and various other audits to assist the unit managers with their duties. I assist with the preparation of the annual state survey.
- **RN- Sovah Health** August 2017 - March 2018
 - I worked on the med surg. Floor where I got to experience multiple things that I had not got to experience as an RN. The major difference was the hanging of high-risk drugs that was not allowed in the SNF setting. I had to learn the protocol for these drugs. I was already used to patient care, wound care, dealing with families, and medication administration. I did get to learn how to work with multiple physicians versus in the SNF setting we usually only had two to work with.
- **Unit Manager- Medical Facilities of America** March 2010 - April 2018
 - Unit manager of a 60 bed skilled unit. I manage approximately 60 employees. As a unit manager I have to prepare CMI reports, QM reports, weekly weight reports, weekly wound reports, schedules, care plans, service concerns, and prepare for state surveys. The residents on our unit consist of long term, acute care, comfort care, and hospice. I have strong clinical strengths in time management, educating staff, leading others, IV therapy, wound care, medication administration, tracheostomy care, tube feedings, and blood draws.
- **Bartender - Texas Steakhouse** August 2007 - March 2010
 - Provided customer service to tables and bar guest. Ensured guest were taken care and addressed any concerns they had with the management staff.
- **Assistant Manager - Ruby Tuesdays** February 2008 - August 2007
 - As an assistant manager I was in charge of the front of the house scheduling. I performed weekly and monthly inventory and placed orders for the restaurant based off of the inventory reports. I was in charge of interviewing and training the new hires. Addressed service concerns in house and those sent to our restaurant by corporate.

Education

- Dan River High School - Advanced Diploma Graduated 1999
- Danville Community College - Associates of Science - LPN 2009-2010
- Danville Community College - Associates of Science - RN 2010-2012



Walden University - Masters of Science - Nursing 2018-2016

South University - Post Masters Certificate - FNP 2017 - Present

Awards

Best Overall LPN Student - 2010

Employee of the Month - December 2010

Sigma Theta Tau - 2016

Walden University's Honor Society - 2016

Diane Guy

alex_blue_house@yahoo.com | 434-836-3555
302 Vicar Rd, Danville, VA 24540

PROFESSIONAL SUMMARY

Registered Nurse with over 20 years of experience in diverse hospital settings. Good judgment, great communication skills, and compassionate. Seeking position at Medical Solutions Academy in training students to become CNA's.

SKILLS

- Able to manage emotions
- Caring and empathetic
- Great ability to multi-task
- Leadership skills
- Great interpersonal and communication skills
- Time-management ability

EXPERIENCE

RN Staff Nurse

Green Rock Correctional Center – Chatham, VA | January 2014 - January 2018

Attend to inmates sick calls, prepare medications to be given out at a certain time each day, assist MD, answer emergency calls from inmate housing and escorted to medical. Pass out medication. Reorder medication as needed and admit new inmates to the facility. Worked with Dr. Patel with psychiatric orders and call MD is needed. Send inmates out if emergency care is needed that I can not provide

RN Staff Nurse

UNC Rockingham Health Care – Eden, NC | June 2006 - November 2013

Worked on the 3rd floor. I started IV, giving blood, giving meds by use of Omnicell. Take care of GYN patients along with other types of patients. Also did tube feedings assisting MD as needed.

EDUCATION

High school Diploma

Gwetna High School | Gretna, VA | June 1996

Practical Nursing

Danville Community College | Danville, VA | February 1988

Associate Degree

Patrick Henry Community College | Martinsville, VA | May 1994

FACULTY ROSTER

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of Initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE In NURSING PRACTICE	YEARS EXPERIENCE TEACHING In an academic setting	STATE OF LICENSURE LICENSE NUMBER AND EXP. DATE
Mary Williamson/ Primary Instructor	Full Time 10-02-16	Capella University	RN, MSN	MSN	Pharmacology, Med Surg. 1&2, Fundamentals of Nursing, Medical Terminology/ Basic Nutrition, and Trends of Practical Nursing/Clinical Rotation.	43	15	VA 0001080662 12/31/2018
Lakesha Reed / Primary Instructor	Full Time/ 04-2011	Winston-Salem State University	RN, MSN	MSN	Fill-in staff/ clinical	17	8	Multi-State 242855 07/31/2020
Carmen Collins / Instructor	Part Time/ 02-02-16	Memorial Hospital School of Nursing	RN	RN	Mental Health	42	5	Multi-State 0001061173 01/31/2020
Charmaine Cockran / Instructor	Part Time/ 07-31-2017	Memorial Hospital School of Nursing	RN,BSN	BSN	OB/PEDS	31	5	Multi-State 0001106459 11/30/2019
Ida Poteat/ Instructor	Part Time/	Danville Regional Medical Center	RN,BSN	BSN	Fill-in staff/ clinical	28	15	Multi-State 0001197327



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Re: report

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
 To: "Saxby, Paula B. (DHP)" <paula.saxby@dhp.virginia.gov>

Thu, Dec 6, 2018 at 3:39 PM

Thank you.

Lakesha Reed, RN,MSN
 Owner/Operator
 434-836-8393

On Thu, Dec 6, 2018 at 3:10 PM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

That meeting has been cancelled. The next meeting is March 6, 2019.

Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 387-4597



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On Thu, Dec 6, 2018 at 2:06 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Okay, thank you. Quick question, what was the deadline for the Jan. 16th meeting. I remember you saying forty day which is today. Am I too late for that meeting?

Lakesha Reed, RN,MSN
 Owner/Operator
 434-836-8393

On Thu, Dec 6, 2018 at 1:39 PM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Any increase in your student admissions will have to go to the Board at it's next meeting. The next meeting of the Education committee is not until March 6, 2019, so that will give me time to track down and review your request and ask for any additional information I might need. I am involved in interviews most of next week, so will try to get back to you by Friday of next week regarding what else I might need from you.

Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 387-4597



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On Thu, Dec 6, 2018 at 1:31 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

I sent the updates for my annual review as well as the report to start an April cohort. You should have received it Friday of last week.

Sent from my iPhone

On Nov 15, 2018, at 4:48 PM, Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Yes. We will need to do another site visit before you can hold classes in the new location.
 Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 367-4597



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On Thu, Nov 15, 2018 at 4:19 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:
 Sorry... one more question... what is the process if we move to another building? Do I notify of the address and you have to conduct another site visit? I plan on moving mid 2019 to a bigger location.

Sent from my iPhone

On Nov 15, 2018, at 3:53 PM, Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

The Board meets every other month and we need all information completed at least forty days before each Board meeting if they are to consider any information. Having said that, the Board (Education IFC) meets on the following dates:

January 16, 2019

March 6, 2019

May 9, 2019

They will also want to know the status of the group you currently have enrolled. What courses have they completed, where have they had clinical, etc. Board staff will also need time to review the materials before it is sent to the Board.

Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 367-4597



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On Thu, Nov 15, 2018 at 3:47 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:
 Thank you. When is the next board meeting?

Sent from my iPhone

On Nov 15, 2018, at 3:45 PM, Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Please submit a request in writing with the details of your request. We will need to know when you plan to offer the classes with specific days and times, what will the access be for the skills lab for all your students (each cohort of PN students and nurse aide students). Who will be teaching. Where and when will you have clinical, etc. Documentation of clinical space availability across the life span

In a variety of settings for the additional ten students. The request and information will need to be presented at a meeting of the Education Special Conference Committee; the Board will determine if you will have approval for the additional cohort. Your program was approved for only 10 students at a time due to the space of the skills lab and clinical availability. You must have Board approval before you can increase your student population. Please contact me if you have any questions.
 Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 367-4597



Virginia Department of Health Professions

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On Thu, Nov 15, 2018 at 3:33 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:
 Hello,

I hope all is well. We at Medical Solutions Academy wish to start another cohort of 10 PN students in April. The interest is high in our area. Thanks

Sent from my iPhone

On Oct 10, 2018, at 3:40 PM, Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Great. Send it on when you can.
 Paula B. Saxby, R.N., Ph.D.
 Deputy Executive Director
 Virginia Board of Nursing
 (804) 367-4597



Virginia Department of Health Professions

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On Wed, Oct 10, 2018 at 3:39 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Great. I also have a calendar. My computer (Internet) is acting strange. I'm waiting for it to load so that I can send it to you.

Sent from my iPhone

On Oct 10, 2018, at 3:24 PM, Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Commonwealth of Virginia Mail - Re: report

Thank you. This is much easier to follow. I will review all the materials submitted and will let you know if I have further questions.
Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director
Virginia Board of Nursing
(804) 367-4597



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On Wed, Oct 10, 2018 at 2:50 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Hello,
There is another email to follow. Thanks

Sent from my iPhone

Begin forwarded message:

From: Medical Solutions Academy <medicalsolutionsacademy@gmail.com>
Date: October 10, 2018 at 2:38:44 PM EDT
To: Lakesha Reed <medicalsolutions.lakesha@gmail.com>

"The Foundation Of Your Healthcare Career."
Medical Solutions Academy
306 Poplar Street
Danville, VA 24541
Phone: 434-836-8393
Fax: 434-836-8394



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Re: Quarterly Report for January 2019

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
To: "Saxby, Paula" <paula.saxby@dhp.virginia.gov>

Thu, Jan 24, 2019 at 12:59 PM

Here you go. Thanks
Lakesha Reed, RN,MSN
Owner/Operator
434-836-8393

On Thu, Jan 24, 2019 at 12:40 PM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

You misunderstood my remark about the State of Licensure and that "multi-state" was not enough information. It is OK to have VA - Multi-State Privilege, and NC - Multi-State privilege. Some people may have a license that is only valid in one State. So keep the Multi-State privilege and include what State it was issued from.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director
Virginia Board of Nursing
(804) 367-4597



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On Thu, Jan 24, 2019 at 11:23 AM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Here are the corrections.
Lakesha Reed, RN,MSN
Owner/Operator
434-836-8393

On Thu, Jan 24, 2019 at 11:05 AM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Lakesha,
Please correct the faculty roster that you submitted as "corrected". Mary Williamson's RN license has an expiration date of 12/31/18. Please include the State where each faculty has an RN license (multi-State is not enough information).
Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director
Virginia Board of Nursing
(804) 367-4597



Virginia Department of Health Professions

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Under no circumstances shall VBON, its members, officers , agents , or employees be liable for any actions taken or omissions made in reliance on any information contained in this e mail.

On Wed, Jan 23, 2019 at 6:05 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Hello,

I have corrected it. My apologies for that.

Lakesha Reed, RN,MSN

Owner/Operator

434-836-8393

On Wed, Jan 23, 2019 at 6:02 PM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Thank you for the updated information. I am still not sure what you mean by the primary instructor for the PN program.

Paula B. Saxby, R.N., Ph.D.

Deputy Executive Director

Virginia Board of Nursing

(804) 367-4597



Virginia Department of Health Professions

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On Wed, Jan 23, 2019 at 5:52 PM Lakesha Reed <medicalsolutions.lakesha@gmail.com> wrote:

Hello!

- 1) Jane Lindley is another person you can contact at Riverside Healthcare. Currently the students have completed 28 hours of clinical. They are doing assessments, documentation, blood glucose monitoring, feeding, bathing, and basic ADL's. On week four we will move into dressing changes, foley catheter care, peg tube care, trach care, and IV insertion and care.
- 2) Mary Williamson is the Program Director. This is now corrected on the faculty roster.
- 3) My license is a North Carolina license.
- 4).See updated faculty roster attached.

Lakesha Reed, RN,MSN
Owner/Operator
434-836-8393

On Wed, Jan 23, 2019 at 3:33 PM Saxby, Paula <paula.saxby@dhp.virginia.gov> wrote:

Lakesha,

I have reviewed the information from the quarterly report you submitted. I am requesting that you submit the additional information requested below.

1. Information about the clinical experience at Riverside Health and Rehabilitation Center. Rhonda Griffin, RN has not returned my calls regarding the student experience at that facility. Is there someone else at the facility who can answer my questions? Please identify what the students are doing at the facility and the specific skills they are demonstrating with the residents.
2. Mary Williamson is identified as the Primary Instructor on your faculty roster; this is not a practical nursing program faculty designation; that is for the nurse aide program;
3. What State is your RN license from?
4. Please correct the faculty roster form and expand the last column; it is difficult to read the license numbers and dates. Add the expiration date for the RN license of Ida Poteat. Please check the license number for Diane Guy; the number you submitted is not showing her as the licensee. Please include the expiration date for the RN license of Kenneth Hawker.

Let me know if you have questions.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director
Virginia Board of Nursing
(804) 367-4597



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 **Current_Faculty_roster (1).docx**
15K

FACULTY ROSTER

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE IN NURSING PRACTICE	YEARS EXPERIENCE TEACHING in an academic setting	STATE OF LICENSURE LICENSE NUMBER AND EXP. DATE
Mary Williamson/ Program Director	Full Time 10-02-16	Capella University	RN, MSN	MSN	Pharmacology, Med Surg. 1&2, Fundamentals of Nursing, Medical Terminology/Basic Nutrition, and Trends of Practical Nursing/Clinical Rotation.	43	15	VA 0001080662 12/31/2018
Lakesha Reed / Instructor	Full Time/ 04-2011	Winston-Salem State University	RN, MSN	MSN	Fill-In staff/ clinical	17	8	Multi-State 242855 07/31/2020
Carmen Collins / Instructor	Part Time/ 02-02-16	Memorial Hospital School of Nursing	RN	RN	Mental Health	42	5	Multi-State 0001061173 01/31/2020
Charmaine Cockran / Instructor	Part Time/ 07-31-2017	Memorial Hospital School of Nursing	RN,BSN	BSN	OB/PEDS	31	5	Multi-State 0001106459 11/30/2019
Ida Poteat/ Instructor	Part Time/ 10/2/2016	Danville Regional	RN,BSN	BSN	Fill-In staff/ clinical	28	15	Multi-State 0001197327



Saxby, Paula <paula.saxby@dhp.virginia.gov>

KMBT28220181227085839.pdf

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
To: paula.saxby@dhp.virginia.gov

Thu, Dec 27, 2018 at 9:22 AM

Hello,
Attached is the quarterly report for Medical Solutions Academy. Happy New Year!!

Sent from my iPhone

 **KMBT28220181227085839.pdf**
345K

December 20, 2018

To Whom It May Concern:

Medical Solutions Academy started their first cohort of 6 PN students on Sept. 17th. We initially had 8 applicants take and pass the Kaplan-PN entrance examination. Of the eight applicants, 6 enrolled. The name of the students are:

Cameron James

Susan Calaman

Kendra Wheeler

Jazmin Turner

Gale Durham

Carolyn Hairston.

These students started on Sept. 17th and they are currently enrolled in PN-111 Fundamentals of Nursing. Mary Williamson MSN, RN is currently teaching this course. The students have been enrolled for approximately 3 months. They have completed and successfully passed PN- 101 Medical Terminology and PN-110 Basic Nutrition. This course is scheduled to be completed on March 14th. The students will be starting their clinical rotation on Jan. 11th at Riverside Health and Rehab Center.

The faculty roster as well as the clinical agency form is attached.

To date, the students are completing Kaplan and Saunders online NCLEX-PN test prep questions to help them better prepare for the NCLEX examination. The Fundamentals of Nursing exam will be administered online via Kaplan.

These courses will be taught in the second term.

PN 112- Basic Pharmacology (tentative start date Feb. 5th)

PN 113- Mental Health Nursing (tentative start date March 6th)

PN 114- Medical Surgical Nursing I (will send with the April report)

These courses will be taught in the third term. Dates will be submitted with the April report.

PN 115- OB/Peds

PN 116- Medical Surgical Nursing II

PN 117- Trends of Practical Nursing

Regards,

Lakesha Reed-Curtis MSN, RN

Lakesha Reed-Curtis MSN, RN

Mary Williamson MSN, RN

Mary Williamson MSN, RN

FACULTY ROSTER

*Alvin
12/31/18*

*Alvin
12/31/18*

*Alvin
12/31/18*

OK

OK

11/30/19

CURRENT FACULTY NAME/TITLE	FULL TIME/PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE IN NURSING PRACTICE	YEARS EXPERIENCE TEACHING IN an academic setting	STATE OF LICENSE NUMBER AND EXP. DATE
Mary Williamson / Primary Instructor	Full Time 10-02-16	Capella University	RN, MSN	MSN	Pharmacology, Med Surg. 1&2, Fundamentals of Nursing, Medical Terminology/Basic Nutrition, and Trends of Practical Nursing/Clinical Rotation.	43	15	VA 000108056 2 12/31/2018
Lakesha Reed / Primary Instructor	Full Time/ 04-2011	Winston-Salem State University	RN, MSN	MSN	Fill-In staff/clinical	17	8	Multi-State 242855 07/31/2020
Carmen Collins / Instructor	Part Time/ 02-02-16	Memorial Hospital School of Nursing	RN	RN	Mental Health	42	5	Multi-State 000106117 3 01/31/2020
Charmaine Cockran / Instructor	Part Time/ 07-31-2017	Memorial Hospital School of Nursing	RN, BSN	BSN	OB/PEDS	31	5	Multi-State 000110645 911/30/201 9
Ida Poteat/ Instructor	Part Time/	Danville Regional Medical Center	RN, BSN	BSN	Fill-In staff/clinical	28	15	Multi-State 000119732 7

FACULTY ROSTER

Diane Guy	Part Time	Patrick Henry Community College	RN	RN	Clinical and Fundamentals	24	2	Multi-State 000114565 6
Kenneth Hawker	Part Time	Danville Community College	MSN,RN	MSN	Med Surg 1 & 2 and Clinical	8	2	Multi-State 000125098 3

Not
H. J.
Person
9/2/19

Table 1.4 – Program Clinical Site Information Form

1. Danville Regional Medical Center/TJC 2016/Good standards	Virginia Rich, RN, MSN 434-799-2100 Virginia.Rich@lrcrt.net	9/7/2016	PN 111-Fundamentals of Nursing, PN 114, Medical Surgical 1, PN 115-OB/PEDS, PN 116-Medical Surgical Nursing 2	10 students per day/
2. Riverside Health and Rehabilitation Center Oct 2016/Good standing/TJC	Rhonda Griffin, RN 434-791-3800 rgriffith@rma.net	12/5/2016 N/A	PN 111-Fundamentals of Nursing, PN-112-Pharmacology, PN 114 Medical Surgical Nursing 1, PN 116- Medical Surgical Nursing 2	10 Students per day
3. Southern Virginia Mental Health Institute/TJC 2015	Pamela Meadows, RN,BSN 434-773-4244 pam.meadows@shhs.virginia.gov	8/10/15 N/A	PN 113- Mental Health Nursing	10 students per day
4. Play – N-Pretend Department of Social Services/March 2016/Good Standards-met all standards	Deana Crider deanacrider@yahoo.com 434-836-8953	12/9/15 N/A	PN 115- Maternity and Pediatric Health Nursing	2 students per day/8 hours
5. Head Start (GIC) Department of Social Services/2016/Good Standing	Tara Martin 434-793-5710 tmartin@icicheadstart.org	1/26/16 N/A	PN 115- Maternity and Pediatric Health Nursing	2 students per classroom (6 hours per day)
6. PATHS – CHATHAM LOCATION	Angela Shelton 434-432-4443 ashelton@pathshac.org	4/2017 N/A	PN 115- Maternity and Pediatric Health	5 students per day

FACULTY ROSTER

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE IN NURSING PRACTICE	YEARS EXPERIENCE TEACHING in an academic setting	STATE OF LICENSURE LICENSE NUMBER AND EXP. DATE
Mary Williamson/ Program Director	Full Time 10-02-16	Capella University	RN, MSN	MSN	Pharmacology, Med Surg. 1&2, Fundamentals of Nursing, Medical Terminology/B asic Nutrition, and Trends of Practical Nursing/Clinic al Rotation.	43	15	VA 0001080662 12/31/2020
Lakesha Reed / Primary Instructor	Full Time/ 04-2011	Winston- Salem State University	RN, MSN	MSN	Fill-In staff/ clinical	17	8	NC 242855 07/31/2020
Carmen Collins / Instructor	Part Time/ 02- 02-16	Memorial Hospital School of Nursing	RN	RN	Mental Health	42	5	VA 0001061173 01/31/2020
Charmaine Cockran / Instructor	Part Time/ 07-31-2017	Memorial Hospital School of Nursing	RN,BSN	BSN	OB/PEDS	31	5	VA 0001106459 11/30/2019
					Fill-In staff/			

10/3/2018

Commonwealth of Virginia Mail - Re: Medical Solutions Academy - Invitation to edit

Copey



Ridout, Charlette <charlette.ridout@dhp.virginia.gov>

Re: Medical Solutions Academy - Invitation to edit

1 message

Ridout, Charlette <charlette.ridout@dhp.virginia.gov>

Wed, Oct 3, 2018 at 4:14 PM

To: Lakesha Reed <medicalsolutions.lakesha@gmail.com>, Mary Williamson <medicalsolutions.mary@gmail.com>

Cc: Paula Saxby <paula.saxby@dhp.virginia.gov>

Ms. Williamson and Ms. Reed,

The quarterly report you have submitted for October 2018 regarding the practical nursing program at Medical Solutions Academy does not contain the information required to demonstrate the practical nursing program is compliant with the Regulations For Nursing Education Programs.

Please refer to the email sent to you on July 10, 2018 and on May 29, 2018 for a complete list of the information that needs to be included in the quarterly reports. The faculty roster and the clinical roster can be downloaded from the Board of Nursing website, Education tab at https://www.dhp.virginia.gov/nursing/nursing_edprogs.htm

This information must be submitted with each report, even if the information has not changed from the time the application was submitted.

Information regarding the currently courses being offered is also required.

A complete report with the required information needs to be provided to Dr. Saxby by October 12, 2018.

Submit the report to:

Dr. Paula Saxby at paula.saxby@dhp.virginia.gov.

A hard copy is required and will need to be mailed to:

Department of Health Professions
Board of Nursing
9960 Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233
Att: Paula Saxby

If you should have questions you may contact the nursing education office of the Board at 804-367-4473 or 804-367-4597.

Regards.

Charlette N. Ridout, RN, MS, CNE
Senior Nursing Education Consultant
Virginia Board of Nursing
804-367-4527



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On Mon, Oct 1, 2018 at 4:44 PM Lakesha Reed (via Google Sheets) <medicalsolutions.lakesha@gmail.com> wrote:

10/3/2018

Commonwealth of Virginia Mail - Re: Medical Solutions Academy - Invitation to edit

Lakesha Reed has invited you to edit the following spreadsheet:

 **Medical Solutions Academy**

[Open in Sheets](#)

Lakesha Reed is outside your organization.

Google Sheets: Create and edit spreadsheets online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a spreadsheet with you from Google Sheets.

Google



Medical Solutions of America

306 Poplar Street
Danville, Va 24541
Phone: 434-836-8393
Fax: 434-836-8394
medicalsolutionsacademy@gmail.com

October 10, 2018

To Whom It May Concern:

Medical Solutions Academy started their first cohort of 6 PN students on Sept. 17th. We initially had 8 applicants take and pass the Kaplan-PN entrance examination. Of the eight applicants, 6 enrolled. The name of the students are:

Cameron James

Susan Calaman

Kendra Wheeler

Jazmin Turner

Gale Durham

Carolyn Hairston.

These students started on Sept. 17th and they are currently enrolled in PN-101 Medical Terminology and PN-110 Basic Nutrition. The students have been enrolled for four weeks. Lakesha Reed MSN, RN is currently teaching these two courses. These courses will be complete on November 20th. The students will then begin PN-111 Fundamentals of Nursing which will be taught by the Mary Williamson MSN, RN (Program Director). The students have not started any skills as of yet. This will start with the PN-111 Fundamentals of Nursing course which will start on November 27th. I have also included a timeline of the courses the students will take throughout the program. I have included the calendar for the nurse cohort.

The faculty roster as well as the clinical agency form is attached. The students have not started any clinicals at this time.

On Oct. 10th, the students are receiving an in-depth orientation to the Kaplan student portal to help with NCLEX-PN success. The students are also doing Saunders NCLEX-PN computerized test questions for the Nutrition course to help prepare them for success as well. The PN-110 Basic Nutrition exam will also be

"The foundation of your healthcare career."

online so that the students can get familiar with taking computerized testing which will also help with NCLEX success.

First term courses start dates and completion dates.

PN 101- Medical Terminology	Sept 17 th -November 20 th
PN 111- Basic Nutrition	Sept. 17 th - November 20 th
PN 111- Fundamentals of Nursing	November 27-February 21 th

These courses will be taught in the second term. Dates will be submitted with the January report.

PN 112- Pharmacology
PN 113- Mental Health Nursing
PN 114- Medical Surgical Nursing I

These courses will be taught in the third term. Dates will be submitted with the April report.

PN 115- OB/Peds
PN 116- Medical Surgical Nursing II
PN 117- Trends of Practical Nursing

Regards,



Lakesha Reed-Curtis MSN, RN



Mary Williamson MSN, RN



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Fwd: Virginia Board of Nursing

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
To: paula.saxby@dhp.virginia.gov

Wed, Oct 10, 2018 at 11:36 AM

This is the email.
Sent from my iPhone

Begin forwarded message:

From: "Ridout, Charlette" <charlette.ridout@dhp.virginia.gov>
Date: July 10, 2018 at 12:36:33 PM EDT
To: Mary Williamson <medicalsolutions.mary@gmail.com>, Lakesha Reed <medicalsolutions.lakesha@gmail.com>
Subject: Virginia Board of Nursing

The Board of Nursing has received the additional information for the July 2018 Quarterly Report as requested.

The next Quarterly Report will be due to the Board on the first Monday of October 2018.

The practical nursing program has initial approval. As required in 18VAC90-27-120 (B)(3), the program director will be required to submit quarterly reports.

Quarterly Reports are your opportunity to demonstrate the nursing program is compliant with current regulations and that the program is moving towards the requirements necessary to obtain full approval. Quarterly Reports are due to the Board on the first Monday of January, April, July and October.

Each Quarterly Report must include the following:

- Number of applicants
- Number of applicants to take the pre-admission test
- Number of applicants to pass the pre-admission test
- Number of admitted students
- Names of each student admitted, date they started and the expected graduation date
- Number of students to start on the first date of class
- Faculty roster
- Clinical agency form
- Courses being offered
- Plan for NCLEX success
- Any information you would like the board to know
- Clinical tracking log, for each student by student name, to include location of clinical, the types of clinical experiences obtained and total hours completed da

Let me know should you have any questions.

Best Regards,

Charlette N. Ridout, RN, MS, CNE
Senior Nursing Education Consultant
Virginia Board of Nursing
804-367-4527



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Fwd: Virginia Board of Nursing

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
To: paula.saxby@dhp.virginia.gov

Wed, Oct 10, 2018 at 11:36 AM

This is the email.
Sent from my iPhone

Begin forwarded message:

From: "Ridout, Charlette" <charlette.ridout@dhp.virginia.gov>
Date: July 10, 2018 at 12:36:33 PM EDT
To: Mary Williamson <medicalsolutions.mary@gmail.com>, Lakesha Reed <medicalsolutions.lakesha@gmail.com>
Subject: Virginia Board of Nursing

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Let me know should you have any questions.

Best Regards.

Charlette N. Ridout, RN, MS, CNE
Senior Nursing Education Consultant
Virginia Board of Nursing
804-367-4527



Virginia Department of
Health Professions
Board of Nursing

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Table 1.4 – Program Clinical Site Information Form

Clinical Agency Name/ Unit name	Agency Contact phone number and email (person that will be able to provide information regarding the student and faculty performance on the unit)	Date of Contract	Nursing course name/number and Type of clinical experiences obtained	Number of students per clinical unit per day/ hrs on Total number of students per term/ Total hours in direct client / Indicate preceptor experiences with →
Accrediting Body, date and results of most recent accreditation visit Example: 1. The Best Hospital, 4 South Accredited by: Tab TJC 2014/good standing met all standards	Mary Lou Who 583-433-1110 mwho@besthosp.com	3/10/2010- 3/10/2015	Medical Surgical I, NURS 122 Medical-surgical nursing date	6 students per day/8 hr 12 students per term/240 clinical hours direct care
1. Danville Regional Medical Center/TJC 2016/Good standards	Virginia Rich, RN, MSN 434-799-2100 Virginia.Rich@prnt.net	9/7/2016	PN 111-Fundamentals of Nursing, PN 114, Medical Surgical 1, PN 115-OB/PEDS, PN 116-Medical Surgical Nursing 2	10 students per day/
2. Riverside Health and Rehabilitation Center Oct 2016/Good standing/TJC	Rhonda Griffin, RN 434-791-3800 rgriffth@mfa.net	12/5/2016	PN 111- Fundamentals of Nursing, PN-112- Pharmacology, PN 114 Medical Surgical Nursing 1, PN 116- Medical Surgical Nursing 2	10 Students per day
3. Southern Virginia Mental Health Institute/TJC 2015	Pamela Meadows, RN,BSN 434-773-4244 pam.meadows@dshhs.virginia.gov	8/10/15	PN 113- Mental Health Nursing	10 students per day
4. Play – N-Prentend Department of Social Services/March 2016/Good Standards-met all standards	Deana Crider deanacrider@yahoo.com 434-836-8953	12/9/15	PN 115- Maternity and Pediatric Health Nursing	2 students per day/8 hours
5. Head Start (CIC) Department of Social Services/2016/Good Standings	Tara Martin 434-793-5710 tmartin@cichheadstart.org	1/26/16	PN 115- Maternity and Pediatric Health Nursing	2 students per classroom (6 hours per day)
6. PATHS – CHATHAM LOCATION	Angela Shelton 434-432-4443 ashelton@pathsinc.org	4/2017	PN 115- Maternity and Pediatric Health	5 students per day

FACULTY ROSTER

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE IN NURSING PRACTICE	YEARS EXPERIENCE TEACHING IN an academic setting	STATE OF LICENSE NUMBER AND EXP. DATE
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Charmaine Cockran / Instructor	Part Time/ 07-31-2017	Memorial Hospital School of Nursing	RN,BSN	BSN	OB/PEDS	31	5	Multi-State 000110645 911/30/201 9
Ida Poteat/ Instructor	Part Time/	Danville Regional Medical Center	RN,BSN	BSN	Fill-in staff/ clinical	28	15	Multi-State 000119732 7



Ridout, Charlette <charlette.ridout@dhp.virginia.gov>

Virginia Board of Nursing

1 message

Ridout, Charlette <charlette.ridout@dhp.virginia.gov>

Tue, Jul 10, 2018 at 12:36 PM

To: Mary Williamson <medicalsolutions.mary@gmail.com>, Lakesha Reed <medicalsolutions.lakesha@gmail.com>

The Board of Nursing has received the additional information for the July 2018 Quarterly Report as requested. The next Quarterly Report will be due to the Board on the first Monday of October 2018.

The practical nursing program has initial approval. As required in 18VAC90-27-120 (B)(3), the program director will be required to submit quarterly reports.

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- Number of applicants to take the pre-admission test
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- Names of each student admitted, date they started and the expected graduation date
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- Faculty roster
- Clinical agency form
- Courses being offered
- Plan for NCLEX success
- Any information you would like the board to know
- Clinical tracking log, for each student by student name, to include location of clinical, the types of clinical experiences obtained and total hours completed da

Let me know should you have any questions.

Best Regards,

Charlette N. Ridout, RN, MS, CNE
Senior Nursing Education Consultant
Virginia Board of Nursing
804-367-4527



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Ridout, Charlette <charlette.ridout@dhp.virginia.gov>

Re: Information from the Virginia Board of Nursing

1 message

Lakesha Reed <medicalsolutions.lakesha@gmail.com>
 To: "Ridout, Charlette" <charlette.ridout@dhp.virginia.gov>

Wed, May 30, 2018 at 2:42 PM

Hello,

The contact email for Ms. Williamson is medicalsolutions.mary@gmail.com, her phone number is 434-836-8393. I would also like to continue to receive all notices related to the PN program. Thank you.

Lakesha Reed, RN,MSN
 Owner/Operator
 434-836-8393

On Tue, May 29, 2018 at 2:21 PM, Ridout, Charlette <charlette.ridout@dhp.virginia.gov> wrote:

Good afternoon.

I am contacting you today to provide you with information needed for the practical nursing program at Medical Solutions Academy.

The Board is in need of the work email and phone number for the program director Ms. Mary Williamson. You will need to share the information in this email with the program director.

The Board communicates to the nursing program directors with information and official notification regarding the nursing programs. Additionally, Virginia Law § 54.1-3014.E allows for other people, typically administrative leadership and owners of the programs to be designated as someone who will be copied on official notifications and information regarding the program. I have copied the law below and provided a link to the complete law. If there is anyone other than the program director that you would like to receive information, you will need to provide their names, title and relationship to the practical nursing program, phone number, email address and mailing address.

"§ 54.1-3014. Survey of nursing education programs; discontinuance of program; due process requirements.

E. In addition to the program director, a nursing education program may designate one or more persons with whom the Board shall communicate for purposes of providing official notices, obtaining information, and responding to requests for information regarding the nursing education program; such persons need not be licensed nurses and need not maintain their primary place of business at the same address as the nursing education program." https://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm#law

The practical nursing program has initial approval. As required in 18VAC90-27-120 (B)(3), the program director will be required to submit quarterly reports to the board that demonstrates evidence of progress toward full approval and other information as required. Quarterly Reports are due to the Board on the first Monday of January, April, July and October. You will not receive additional notification and reminders of these required reports. The report should include information and activities that have occurred in the immediate past 3 months. In example, a report submitted in January will cover the activities completed in October, November and December. Each quarterly report must include the following :

- Number of applicants
- Number of applicants to take the pre-admission test
- Number of applicants to pass the pre-admission test
- Number of admitted students
- Names of each student admitted, date they started and the expected graduation date
- Number of students to start on the first date of class
- Faculty roster

January 24, 2019

Note to file for Medical Solutions Academy, Practical Nursing Program, Danville

Spoke with Jane Lindley, RN, Staff Education Coordinator, at Riverside Health and Rehabilitation Center today to verify the information that was submitted by Lakesha Reed in an email to me on January 23, 2019. I had previously left three voicemail message for the contact person listed on the Clinical Site Information Form that was submitted by Ms. Reed.

Ms. Lindley reported that the practical nursing students at Medical Solutions Academy have just started conducting clinicals at their facility this month. They are only there on Friday evening and Saturday. Ms. Reed reported that the students started their clinical rotation on January 11, 2019. I asked if the clinical faculty was Mary Williamson, the identified Program Director for the school, and she said "no", the only faculty person Ms. Lindley had seen was Kenneth Hawker, RN. According to the January 2019 Quarterly Report, Mr. Hawker was recently hired (January 7, 2019) and the faculty roster indicates he will be teaching Med Surg 1 & 2 and Clinical. Mary Williamson (Program Director) is identified on the faculty roster as teaching Fundamentals of Nursing, Medical Terminology, Basic Nutrition, Trends of Practical Nursing, and Clinical Rotation. Ms. Lindley stated that Mr. Hawker had worked at their facility when he was an LPN and currently works at a sister facility as an RN, so he is familiar with Riverside Health and Rehabilitation Center. It is unclear if he had an orientation as a faculty member of Medical Solutions Academy.

Ms. Lindley also reported that the students are only conducting head to toe assessments and working on their documentation with the faculty person. They do not have access to the files at the facility to document their care. Ms. Lindley also indicated that the students are not doing accuchecks or any other direct hands-on care, as was indicated by Lakesha Reed in the January 23, 2019 email. The students are not feeding, bathing, or providing basic ADL's to the residents at the facility. Ms. Lindley indicated that the students would not be performing the skills that Lakesha Reed identified until Ms. Lindley meets with the faculty and students of Medical Solutions Academy. They were supposed to meet last Friday (January 18, 2019), but this did not occur due to illness of Ms. Lindley. She stated that she is scheduled to meet with the faculty and students on February 1, 2019. It is unclear when and if the students will be performing dressing changes, foley catheter care, peg tube care, trach care, or IV insertion and care, as indicated by Ms. Reed.

It is also unclear why Lakesha Reed is submitting the Quarterly Reports and not Mary Williamson, the identified Program Director.

Submitted by: Paula B. Saxby, RN, Ph.D. January 24, 2019



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

Perimeter Center
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Henrico, Virginia 23233-1463

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Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

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Nurse Aide Registry (804) 367-4639
FAX (804) 527-4455

May 21, 2018

Lakesha Reed, RN, MSN
Medical Solutions Academy
306 Poplar Street
Danville, Virginia 24541

RE: Application to establish a practical nursing education program

Dear Ms. Reed,

At its meeting on May 2, 2018, the Education Special Conference Committee of the Virginia Board of Nursing considered the application to establish a practical nursing education program at Medical Solutions Academy. The Committee made the following recommendation to the Board:

Recommend to grant initial approval of the practical nursing education program application, which includes, but is not limited to, the admission plan submitted by the program to enroll no more than 10 students every 13 months.

At its meeting on May 15, 2018, the Board voted to accept the Committee's recommendation as stated above. The practical nursing education program at Medical Solutions Academy is granted initial approval, effective May 15, 2018.

With the initial approval, the advertisement of the practical nursing education program is authorized. In addition, the admission of students is authorized, except that transfer students are not authorized to be admitted until the program has received full program approval. Further, the program director shall submit quarterly progress reports to the Board of Nursing that shall include evidence of progress toward full program approval and other information as required by the Board of Nursing.

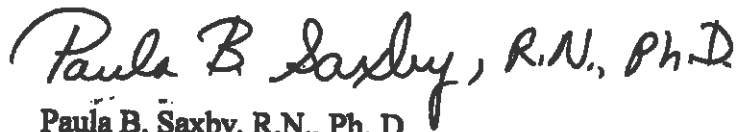
The Board of Nursing is requesting a new program code from the National Council of State Boards of Nursing (NCSBN) for Medical Solutions Academy, practical nursing education program. Once we have received the new program code, we will inform you of the program

Medical Solutions Academy
May 21, 2018
Page 2

code. The program code will be required by all graduates of the practical nursing education program that was approved on May 15, 2018 when applying to take the NCLEX-PN exam.

Charlette Ridout, Senior Nursing Education Consultant for the Board of Nursing will be in contact with the Program Director in the near future regarding maintaining initial approval and required quarterly reports. Please contact this office if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Paula B. Saxby, R.N., Ph.D." The signature is written in a cursive style.

Paula B. Saxby, R.N., Ph. D
Deputy Executive Director

Cc: Peter Blake, Director, SCHEV
Joseph Crooks, Certification Coordinator, SCHEV



COMMONWEALTH of VIRGINIA

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Revised
February 11, 2019

Suzanne Benfield, RN
Interim Program Director
Bryant & Stratton College
4410 Claiborne Square, Suite 233
Hampton, VA 23666

Program Code: US28409900

RE: Request to Change from a Day Program to an Evening Program

Dear Dr. Benfield:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the request to change from a day program to an evening program at Bryant and Stratton College, Hampton. The committee will meet at 9:00 a.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of each request, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

Bryant & Stratton College, Hampton
February 11, 2019
Page 2

The Committee will make one of the following recommendations to the Board:

To grant the request; or
Request additional information; or
To deny request.

The Board of Nursing will take action on the recommendation from the Committee. The procedure is consistent with the Board of Nursing Laws and Regulations and the Virginia Administrative Process Act in that it provides for an informal conference for the initial decision while allowing for the Board or a panel thereof to consider the matter in a formal hearing if agreement is not reached informally.

In any instance where an adverse recommendation is accepted by the Board of Nursing, within thirty-three (33) days of the date of the order/action, the program director may request a formal hearing before the Board or a panel thereof, in accordance with Virginia Code §2.2-4020 and §54.1-2400 (11).

Please contact me if you have any questions.

Sincerely,

Paula B. Saxby, R.N., Ph.D.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Jeff Thorud, Campus Director
Tina M. Stavredes, Ph.D., VP, Chief Academic Officer
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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January 31, 2019

Stephanie Terry, Ph.D., RN, CNE
Program Director
Bryant & Stratton College
4410 Claiborne Square, Suite 233
Hampton, VA 23666

Program Code: US28409900

RE: Request to Change from a Day Program to an Evening Program

Dear Dr. Terry:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the request to change from a day program to an evening program at Bryant and Stratton College, Hampton. The committee will meet at 9:00 p.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of each request, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

Bryant & Stratton College; Hampton
January 31, 2019
Page 2

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To deny request.

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In any instance where an adverse recommendation is accepted by the Board of Nursing, within thirty-three (33) days of the date of the order/action, the program director may request a formal hearing before the Board or a panel thereof, in accordance with Virginia Code §2.2-4020 and §54.1-2400 (11).

Please contact me if you have any questions.

Sincerely,

Paula B. Saxby, R.N., Ph.D.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Jeff Thorud, Campus Director
Tina M. Stavredes, Ph.D., VP, Chief Academic Officer
Peter Blake, Director, SCHEV



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Bryant & Stratton College Plan for an Evening Program

1 message

Terry, Stephanie <swterry@bryantstratton.edu>
To: "Saxby, Paula" <paula.saxby@dhp.virginia.gov>

Mon, Jan 28, 2019 at 5:39 PM

Good Evening Dr. Saxby,

Please see attached for Bryant & Stratton College, Hampton Campus plan to move the Associate Degree Nursing program from a Day program to an Evening program.

I will also be sending this via postal mail.

Thank you,

Stephanie

Stephanie W. Terry, Ph.D., RN, CNE

Program Director – Nursing

4410 E. Claiborne Square, Suite 233

Hampton, VA 23666

Office: 757-896-6001 Ext. 330

swterry@bryantstratton.edu

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 BSC_Hampton Campus Evening Program Plan.docx
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SINCE 1954

January 28, 2019

Dr. Stephanie Terry, Ph.D., RN, CNE
Program Director – Nursing
Bryant & Stratton College – Hampton Campus
4410 E. Claiborne Square, Suite 233
Hampton, Virginia 23666
757-896-6001 Ext. 330
swterry@bryantstratton.edu

Dr. Paula Saxby, RN, Ph.D.
Deputy Executive Director
Virginia Board of Nursing
Department of Health Professions
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233

Dear Dr. Saxby,

I am writing on behalf of Bryant & Stratton College, Hampton Campus Associate Degree Nursing program. Currently the Associate Degree Nursing program has initial approval to run as a Day program accepting 20 students per semester (3 times a year). Bryant & Stratton College would like to move the Associate Degree Nursing program from a Day program to an Evening program starting in May 2019, Spring semester. Since the start of the nursing program, the College is seeing more interest in an evening program than days from prospective students, leading the College to believe there is a greater need in the area for an evening program.

The plan is to teach out the current four cohorts of Day students and begin accepting 20 students (per semester) for an Evening program. The Day program will phase out after Spring (May) 2020 semester is complete. Please note the following chart of the teach out process:

Students	Winter (Jan) 2019	Spring (May) 2019	Fall 2019 (Sept)	Winter (Jan) 2020	Spring 2020 (May)	Fall 2020 (Sept)	Winter (Jan) 2021
Cohort 1- (Day)	4 th semester	5 th semester- graduate 8/19					
Cohort 2- (Day)	3 rd semester	4 th semester	5 th semester- graduate 12/19				
Cohort 3- (Day)	2 nd semester	3 rd semester	4 th semester	5 th semester- graduate 4/20			
Cohort 4- (Day)	1 st semester	2 nd semester	3 rd semester	4 th semester	5 th semester -graduate 08/20 <i>End Day Program</i>		
Cohort 5- (Evenings)		1 st semester (20 students) <i>Start evening program</i>	2 nd semester	3 rd semester	4 th semester	5 th semester - graduate 12/20	
Cohort 6- (Evenings)			1 st semester (20 students)	2 nd semester	3 rd semester	4 th semester	5 th semester - graduate 04/21

Please contact me for questions.

Thank you,

Stephanie Terry



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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Revised
February 11, 2019

Julie Siemers, DNP, MSN, RN
Program Director, Arlington Campus
Chamberlain University – College of Nursing
2450 Crystal Drive, Suite 319
Arlington, VA 22202

Program Code: US28500600

RE: Relocation of the Arlington Campus to Vienna Virginia

Dear Dr. Siemers:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the relocation information of the Arlington Campus to Vienna Virginia for Chamberlain University College of Nursing. The committee will meet at 9:00 a.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of this information, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

Chamberlain University College of Nursing
February 11, 2019
Page 2

The Committee will accept this report as information and take no action.

Please contact me if you have any questions.

Sincerely,

Paula B. Saxby, R.N., Ph.D.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Diane Smith Levine, Ed.D (c), M.H.A., MSN, BSN, RN, CNE
Lead Senior Manager State Licensing & Regulation
Nelda Webb, Licensing and Regulation
Karen Cox, PhD, RN, FACHE, FAAN, President
Peter Blake, Director, SCHEV



Saxby, Paula <paula.saxby@dhp.virginia.gov>

Chamberlain University College of Nursing

1 message

Smith-Levine, Diane <DSmith-Levine@chamberlain.edu>

Mon, Jan 7, 2019 at 2:07 PM

To: "Saxby, Paula" <paula.saxby@dhp.virginia.gov>

Cc: "Siemers, Julie D" <JSiemers@chamberlain.edu>, "Meredith, Cynthia Louise" <CMeredith@chamberlain.edu>

Good Afternoon Dr. Saxby,

Happy New Year.

Please find attached the relocation notification for the Arlington campus location. A hard copy is to follow. If you need anything further do not hesitate to contact myself or Dr. Siemers. We are happy to provide any additional information. The guidance document assisted in what we shared in the notification, but if after discussions, the Education Committee would request or desire additional documentation, just let us know. It is my understanding that this notice will be received at the March Education Committee meeting and communicated to the members at the regular Board meeting in April. Thank you for your assistance to Chamberlain in this relocation process. Have a great rest of your day. Diane

Diane Smith Levine Ed.D.(c), M.H.A., M.S.N., B.S.N., *R.N., C.N.E | Lead Sr. Manager State Licensing and Regulation

P 740-438-5844 | E dsmithlevine@chamberlain.edu

REMOTE | Ohio | chamberlain.edu

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January 7, 2019

Dr. Paula Saxby
Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

Dear Dr. Saxby:

The purpose of this letter is to notify the Virginia Board of Nursing (Board) of Chamberlain University's College of Nursing (Chamberlain) recent decision to relocate the Arlington, Virginia campus. The campus is currently located at 2450 Crystal Drive, Arlington, Virginia 22202. Chamberlain executed a lease for a newly, remodeled campus at 1951 Kidwell Avenue Vienna, Virginia 22182 with a projected construction completion in December 2019. Chamberlain's new campus will be open to serve students on January 6, 2020. Chamberlain will also host a Board site visit at 1951 Kidwell Ave. once the new location is student ready and prior to the students' arrival on campus.

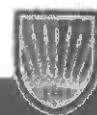
Per our phone conversation on November 8, 2018, Chamberlain presents this official notification that includes the requested information via your December 11, 2018 email. Chamberlain understands this letter and its related attachments fulfills the requirements of rule: *18VAC90-27-200 Program changes. A. The following shall be reported to the board within 10 days of the change or receipt of a report from an accrediting body: 4. Change in the physical location of the program.* The curriculum will not change and the clinical partners will remain unchanged. A well-defined communications plan to students, colleagues, partners and other stakeholders is currently in development to ensure a smooth transition.

The new Chamberlain campus is approximately 16 miles west of Chamberlain's current location in the rapidly growing Tysons Corner area. At this time, approximately 48% of enrolled students reside in Virginia and 46% in Maryland. Approximately 25% of the students living in Maryland live in the western part of the state. The move will result in less commuting distance for these students. Chamberlain will continue to provide individualized student attention consistent with the Chamberlain Care[®] Model to ensure a smooth transition for all current and future students at the new campus location.

Rationale for Chamberlain's decision included:

1. Upcoming expiration of the lease at the current location.
2. Rising lease rates beyond what is deemed financially prudent for Chamberlain.
3. Planned campus expansion and refresh will be significantly streamlined with no construction related disruption during the student learning experience.
4. The new campus building is located just off of Interstate 495 providing easy access to the campus.
5. The new campus is accessible to public transportation, free parking, and access to building amenities.

2450 Crystal Drive | Arlington, VA 22202-3887 | 703.416.7300 | chamberlain.edu



CHAMBERLAIN
UNIVERSITY
COLLEGE of NURSING

The new campus buildout will be similar to the current location building specifications; however, will also include all "new campus" requirements providing an enhanced student learning environment based upon national level student and colleague feedback. Please refer to Attachment 1 for a list of square footage and space allocations at the new location. Architect drawings are forthcoming and can be shared upon request.

Chamberlain believes that the Board does not require any further documentation relative to this relocation notification. However, if you or the Board require additional information or have questions, please do not hesitate to contact me at jsiemers@chamberlain.edu.

Sincerely,



Julie Siemers, DNP, MSN, RN
Campus President

Attachment 1: List of Square Footage and Allotments for Student Space at the New Location

Cc: Tona Leiker, Director, Regulation and Accreditation
Kacie Spencer, Sr. Director of Campus Operations
Diane Smith-Levine, Sr. Manager State Licensing and Regulation

Attachment 1: List of Square Footage and Allotments for Student Space at the New Location

Chamberlain University campus programmatic space requirements to academically serve a 500 student enrollment at the new location.

<u>Simulation Care Center</u>	<u>Required Square Footage</u>
Reception Area	50
Three Nursing Skills Labs	3,600
Two 14' x 14' Simulation Bays	392
One 15' x 15 Simulation Bay	225
One Control Room for each bay	300
One Briefing Room for each bay	780
One Storage Room for each bay	150
Simulation Prep Area	250
General Storage	300
Compressor Room	100
Total Simulation Care Center Area	6,147 Sq. Ft.
<u>Classrooms</u>	
One Science Lab Classroom	1,100
One Science Lab Prep Room	350
One Science Lab Storage Room	350
Six Standard Classrooms	3,450
Total Classroom Area	5,250 Sq. Ft.
<u>Administrative and Faculty Offices</u>	
Campus President	180
Administrative Coordinator	40
Dean of Campus Operations	120
Dean of Academic Affairs	120
Associate Dean of General Education	120
Associate Dean of Faculty	120
Administrative Conference Room	180
Academic Administrative Coordinator	40
Associate Dean of Academic Operations	100
SIMCare and Learning Commons Manager	100
Fulltime Faculty private offices -- 3 @ 100 sq. ft. each	300
Fulltime Faculty shared offices -- 7 offices at 75 sq. ft. each	525
Visiting Professors/Adjunct Faculty	250
Four Lab Specialists	160
Two Clinical Coordinator Specialists	84

Three Small Faculty Meeting Rooms	330
One Large Faculty Meeting Room	200
Faculty Break Room	200
Faculty Copy Room	120
IT Support Technician	100
Total Administrative and Faculty Offices Area	3,389 Sq. Ft.
<u>Admissions Services Area</u>	
Admission Reception Area	400
Director of Admissions	120
Three Admissions Advisors	300
Three Interview Rooms	360
One ADA Accessible Interview Room	150
Admissions Coat Closet	50
Admissions Storage	75
Total Admissions Services Area	1,455 Sq. Ft.
<u>Testing Center Area</u>	
Testing Room	225
Locker Area	75
Proctor	40
Total Testing Center Area	340 Sq. Ft.
<u>Student Services Area</u>	
Student Services Reception	300
Student Services Manager	120
Student Services Supervisor	120
One Student Services Coordinator	40
Three Student Services Advisors	360
Total Student Services Area	940 Sq. Ft.
<u>Learning Commons</u>	
Library Reception/Check-In Kiosk	80
Library	1,500
Large Group Study Area	600
Student Government Room	120
Two Group Study Rooms	300
Storage	75

Center for Academic Success (CAS)

CAS Administrative Coordinator	40
Career Services Advisor	40
Two Professional Nurse Tutors	200

Total Learning Commons Area **2,955 Sq. Ft.**

Student Commons/Café

One Student Commons/Café **1,000 Sq. Ft.**

Campus Support Spaces

Security Guard Station	100
Wellness Room	100
IT IDF Room	100
IT Server Room	100
Mail/Copy Room	200
Storage	100
Corridors/Circulation	7,128

Total Support Spaces Area **7,828 Sq. Ft.**

Total Campus Programmatic Square Footage Required **29,404 Sq. Ft.**



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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Virginia Board of Nursing
Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

February 14, 2019

Jacqueline Portnoy, RN
Director, Practical Nursing
Fairfax County School of Practical Nursing
6815 Edsall Road
Springfield, VA 22151

Program Code: US28108600

RE: Request to Increase the Length of Program

Dear Ms. Portnoy:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the request to increase the length of the practical nursing program at Fairfax County School for Practical Nursing, Springfield. The committee will meet at 9:00 a.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of each request, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

The Committee will make one of the following recommendations to the Board:

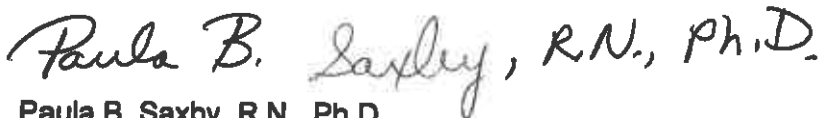
To grant the request; or
Request additional information; or
To deny request.

The Board of Nursing will take action on the recommendation from the Committee. The procedure is consistent with the Board of Nursing Laws and Regulations and the Virginia Administrative Process Act in that it provides for an informal conference for the initial decision while allowing for the Board or a panel thereof to consider the matter in a formal hearing if agreement is not reached informally.

In any instance where an adverse recommendation is accepted by the Board of Nursing, within thirty-three (33) days of the date of the order/action, the program director may request a formal hearing before the Board or a panel thereof, in accordance with Virginia Code §2.2-4020 and §54.1-2400 (11).

Please contact me if you have any questions.

Sincerely,



Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Jennifer Alpers, M. Ed., Program Manager
Health and Medical Sciences
William McGreevy, Assistant Principal
Dr. Scott S. Brabrand, Superintendent
Beth Downey, CTE Coordinator
Michele Green-Wright, RN, M.Ed, Specialist, DOE



December 3, 2018

DEC 12 2018

DHP

Dr. Paula Saxby
Board of Nursing
9960 Mayland Drive, Suite 300
Henrico, VA 23233

Re: Proposed Changes to the Fairfax County School of Practical Nursing Program

Dear Dr. Saxby,

The purpose of this letter is to share with you and the Board of Nursing our desire to restructure the nursing pathway at Fairfax County Public Schools (FCPS). Our intention is to increase student access to nursing courses as well as the number of students who are eligible for nursing industry certifications such as: Certified Nurse Aide (application to be submitted), Patient Care Technician, and Licensed Practical Nurse by the end of high school their high school experience.

Currently, our Licensed Practical Nursing (LPN) program follows the Fairfax County Public Schools calendar over the course of two school years. This model is 23 months long from start to finish and requires students matriculating from LPN 2 to LPN 3 to return as a post-graduate. On average, only 5 to 6 of the approximately 130 high school students enrolled in the practical nursing program as seniors will matriculate to the post-secondary level and complete the LPN program. Our proposed model will give students the opportunity to complete the full LPN program during an accelerated and uninterrupted consecutive 15-month period, finishing the August after graduation.

Our proposed LPN program will be available to high school students only, and the expected number of students per year is a maximum of 40. Students will begin the LPN program in June after finishing their junior year and will meet for approximately 40 hours per week for designated weeks of summer. During senior year, students will meet every other day for five hours. Students will continue with the LPN program for approximately 40 hours per week for designated weeks of summer immediately following high school graduation, with the LPN program graduation slated for mid-August.

This 15-month program is designed to be 1017 hours total. Of the total program hours, the 400 minimum direct client-care hours will be completed over a seven-month period between January and July of senior year. There are no proposed changes to the actual curriculum or faculty.

This revised model of instruction for the LPN program will provide uninterrupted instruction for students. Additionally, this revised schedule will also allow program graduates to move on to four-year colleges or universities undelayedly or directly into the nursing workforce shortly after graduation.



Please see enclosures for additional details regarding program hours, faculty and enrollment.

Thank you for your time and your consideration of proposed changes to our LPN program. We look forward to hearing back from you and to continuing this discussion at a future informal education review committee hearing.

Sincerely,

Beth Downey
Coordinator, Career and Technical Education
Fairfax County Public Schools

Proposal:

Restructure the nursing pathway to increase access to nursing courses and increase the number of students who are eligible for the Certified Nurse Aide credential, Patient Care Technician certification, and Licensed Practical Nursing certification by the end of high school.

Background:

Currently, to complete the LPN program with FCPS, students must enroll full-time in Practical Nursing III for one complete school year following successful completion of Practical Nursing 1 and 2 during senior year and following high school graduation. On average, only 5 to 6 of the approximately 130 high school students enrolled in the LPN program as seniors will enroll in the FCPS post-secondary level of the LPN program. The restructured LPN program model will give students the opportunity to complete the full LPN sequence during a consecutive 15 month period, finishing the August after graduation, rather than a full school year beyond high school graduation. Students will be able to either begin work or continue their education in an RN or BSN program if they choose.

Offering an Introduction to Nursing course with the Certified Nurse Aide (CNA) credential will allow the majority of students who want to enroll in an RN or BSN program to gain nursing experience in a less time consuming program during one year of high school. Additionally, the Patient Care Technician course and certification (available to students who have earned a CNA) will be available to students who would like to pursue a two-year nursing sequence in junior and senior year of high school.

This revised model of instruction for the LPN program will provide uninterrupted instruction for students and positions all students to enter the workforce as a licensed professional. Additionally, this revised schedule will also allow program graduates to move on to four year colleges or universities undelayed.

Course Description Licensed Practical Nursing (LPN):

- Practical Nursing I (8357)- In the first semester of Practical Nursing, students will learn the fundamentals of nursing that include communication, human anatomy, body function, and nutrition, as related to patients/clients across the life cycle. Recommended prerequisite: Introduction to Health and Medical Sciences (8302).
- Practical Nursing II (8358)- In the second semester of Practical Nursing, instruction will focus on basic nursing skills, medical asepsis, human development across the life cycle, and an introduction to pharmacology. Students will also apply basic nursing skills in interactive settings. Prerequisite: Practical Nursing I (83572).
- Practical Nursing III (8359)- This course provides classroom instruction and clinical training (a minimum of 400 direct client-care hours) in approved hospitals, clinics, licensed nursing homes, home-care settings, group homes, assisted living facilities, and/or schools under the direction of a nurse educator. Instruction emphasizes administration of medicines and advanced and complex client care across the life cycle. Students learn advanced anatomy, physiology, and human behavior as related to health and disease, including mental illness. Prerequisite: Practical Nursing I and II.

Proposed Prerequisites to revised LPN program model:

- Biology, Chemistry, and Algebra 2
- Passing score from the Test of Essential Academic Skills (TEAS), or other nursing school predictor
 - administered in a standardized environment like a testing center or a school and is overseen by a proctor.
 - Standard evaluation of the academic readiness of applicants nursing programs.
- Transportation to clinical sites
- Age 18 by January of senior year in order to complete 400 hours of clinical
- Possible interview with LPN instructors

Proposed Schedule:

The new LPN program model will be available to high school students only. Students will begin in June of the summer after junior year, and will meet for approximately 40 hours per week for designated weeks of summer. During senior year, students will meet every other day for five hours (modeled after the residential construction, cosmetology and firefighting programs). Students will continue with the LPN program for approximately 40 hours per week for designated weeks of summer immediately following graduation, with program graduation slated for mid-August.

Expected Enrollment:

The expected number of students per year in the restructured Licensed Practical Nursing (LPN) program is a maximum of 50, while the Introduction to Nursing program with the Certified Nurse Aide credential will have a maximum of approximately 150.

<u>Program</u>	<u>Current</u>	<u>Proposed</u>
Course Title	Practical Nursing 1, 2, and 3	No Change
Schools Offering	The Plum Center	No change
Grade Level(s)	Level 1, 2: Grades 11 and 12 Level 3: Post-Graduate Year	June of 11th grade through August after graduation
Pre-requisite courses	Biology 1, Algebra 1, Exploring Health Sciences and Exploring the Language of Medicine are recommended but not required.	<ul style="list-style-type: none"> • Biology, Chemistry, and Algebra 2 • Passing score from the Test of Essential Academic Skills (TEAS), or other nursing school predictor • Transportation to clinical sites • Age 18 by January of senior year in order to complete 400 hours of clinical • Possible interview with LPN instructors
Credits	2 credits total (1 credit per semester course for Practical Nursing 1 & 2; 0 credits for Post-Graduate Practical Nursing 3)	4 credits total
Program Length	1-3 School years interrupted by summer and 12th grade patient care technician course	15 months, uninterrupted
Staffing Needs	4 FTE including Patient Care Technician	Move from 195 day contract to 218 day contract. The collective 4 teachers will teach Intro to Nursing, Patient Care and LPN
Student Enrollment	Level 1 and 2: 120 Level 3: 16	20— potential to grow to 40
Certifications Available	Licensed Practical Nursing	No Change
School Year Hours	Level 1 and 2: 270 hours, required hours are 580- not meeting state mandate everyday Level 3: 420 Total: 980 total requirement	450— 5 hours every other day Combined with summer program below will meet the 980 hours requirement with 1017 hours which builds in the necessary flexibility for absence and classes being cancelled or not held due to base school conflicts
Summer Hours	N/A	567 hours over two summers

<u>Program</u>	<u>Current</u>	<u>Proposed</u>
LPN Post-Secondary Options	Hospitals, clinics, physicians' offices, nursing homes, home healthcare	No Change

<u>Program</u>	<u>Current</u>	<u>Proposed</u>
Nurse Aide 1 and 2 *NEW COURSE		Introduction to Nursing 1 and 2
Schools Offering		The Plum Center initially, expand to Chantilly, Falls Church and West Potomac Academies
Grade Level(s)		11 and 12
Pre-requisite courses		Exploring the Language of Medicine is recommended but not required.
Credits		2 (one credit each, coregistered)
Program Length		One school year
Staffing Needs		1 FTE already included in LPN staffing above
Student Enrollment		120
Certifications Available		Certified Nursing Assistant (CNA)
School Year Hours		280
Summer Hours		N/A
Post-Secondary Options		Hospitals, clinics, physicians' offices, nursing homes, home healthcare

<u>Program</u>		<u>Current</u>	<u>Proposed</u>
Patient Care Technician	Course Title	Patient Care Technician	No Change
	Schools Offering	The Plum Center	No Change
	Grade Level(s)	12	No Change
	Pre-requisite courses	Certified Nursing Assistant (currently only available in LPN 1 and 2)	Introduction to Nursing 1 and 2 and Certified Nursing Assistant
	Credits	2	No Change
	Program Length	One school year	No Change
	Staffing Needs	.33 FTE included in LPN staffing above	No change
	Student Enrollment	12	120
	Certifications Available	Certified Patient Care Technician	Certified Patient Care Technician
	School Year Hours	36 weeks per VDOE	No Change
	Summer Hours	N/A	No Change
	Post-Secondary Options	Hospitals, urgent care facilities	Hospitals, urgent care facilities



FACULTY ROSTER

Program Name: Fairfax County School of Practical Nursing Program Code US US28108600

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE IN NURSING PRACTICE	YEARS EXPERIENCE TEACHING in an academic setting	STATE OF LICENSE NUMBER AND EXP. DATE
Jacqueline Portnoy Director/Level 1 Instructor	Full Time 8/2012	Depaul Hospital SON	RN	Diploma	Level 1	25	7	VA 1098148 10/31/19
Catherine Corp Level 2 Instructor	Full Time 9/2012	SUNY Albany	RN, BSN	MPH	Level 2	43	14	VA 1105244 04/30/2019
Janice Rayl Level 1 Instructor	Full Time	UVA	RN, BSN, CRNI	BSN	Level 1	42	4	VA 1097876 04/30/2019
Cynthia Holland Level 2 Instructor	Full Time	NOVA	RN	Associates Degree	Level 2	13	3	VA 1196242 05/31/2019
Patrice Chadbourne Clinical Instructor	Per Diem	Fitchburg State	RN, BSN	BSN	Clinical	28	3	VA 1103786 08/31/2020



Saxby, Paula <paula.saxby@dhp.virginia.gov>

RE: Permission to change LPN program

1 message

Alpers, Jennifer L <jlalpers@fcps.edu>

Thu, Feb 14, 2019 at 3:27 PM

To: "paula.saxby@dhp.virginia.gov" <paula.saxby@dhp.virginia.gov>

Dr. Saxby,

Thank you for your phone call! Attached, please find the correspondence we discussed. The original letter included Beth Downey's signature- she is out of the office this afternoon, I can resend tomorrow with signature if you prefer.

We look forward to receiving an invitation to the Education Special Conference Committee meeting and discussing further on March 6th!

Thank you for your time,

Jennifer

Jennifer Alpers, M.Ed.

Program Manager, Health and Medical Sciences
Fairfax County Public Schools

571-423-4555

From: Alpers, Jennifer L
Sent: Thursday, February 14, 2019 2:57 PM
To: 'paula.saxby@dhp.virginia.gov' <paula.saxby@dhp.virginia.gov>
Subject: Permission to change LPN program?

Good afternoon Dr. Saxby,

I am writing this afternoon to ask if you are in receipt of Fairfax County Public Schools' request to change our LPN program (from two school years to 15 months)? We have not heard from the Board regarding our request for permission and we are quickly approaching our deadline to be able to implement in June 2019.

Any information regarding the status of this request would be greatly appreciated!

Thank you so much for your time and continued support of our program.

Have a great day,

Jennifer (Makay, now Alpers)

Jennifer Alpers, M.Ed.

Program Manager, Health and Medical Sciences

Fairfax County Public Schools

8270 Willow Oaks Corporate Drive

Fairfax, VA 22031

571-423-4555

2 attachments

 **LPN proposed changes.docx**
49K

 **Copy of HMS Chart.pdf**
101K



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

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FAX (804) 527-4475

Virginia Board of Nursing
Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

MEMORANDUM

To: Education Informal Conference Committee

From: Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

Date: February 22, 2019

Subject: Applications to Establish a Nursing Program

The following currently have active applications to establish programs in Virginia:

Practice Nursing Program:

1. Salvation Academy, practical nursing program, Alexandria
2. American National University, practice nursing program, Salem,

Registered Nursing Program:

1. Stratford University, baccalaureate degree, Virginia Beach
2. Regent University, baccalaureate degree; received verbal notice that they will be withdrawing the application
3. American National University, associate degree, Salem
4. ECPI, baccalaureate degree, Norfolk



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MEMORANDUM

To: Education Informal Conference Committee

From: Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Date: February 22, 2019

Subject: 2018 Nursing Programs with one year of NCLEX first time test taker pass rates below 80%

Practical Nursing Programs:

Program Name	Program code	NCLEX Pass rate
High School or Technical Center		
Fairfax County Public Schools	US28108600	76.92% (10/13)
Petersburg Public Schools	US28109400	75% (3/4)
Private/Proprietary Program		
America School of Allied Health	US28110100	75% (15/20)
Ultimate Health School	US28205000	70.59% (48/68)

Registered Nursing Programs:

Program Name	Program Code	NCLEX Pass rate
Associate Degree		
Private/Proprietary Program		
Fortis College Richmond (Closed)	US284023000	74.55% (41/55)
Fortis College Norfolk	US284095000	66.67% (2/3)

Baccalaureate		
George Mason University-Accelerated 2nd Degree	US28510000	71.43% (5/7)
Hampton University School of Nursing Virginia Beach	US28500400	66.67% (2/3)

Letters will be sent to the program directors requesting the submission of a plan of correction as required in 18VAC90-27-210(B).



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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February 25, 2019

Jacqueline Portnoy, RN
Director, Practical Nursing
Fairfax County School of Practical Nursing
6815 Edsall Road
Springfield, VA 22151

RE: Fairfax County School of Practical Nursing - US28108600

Dear Ms. Portnoy:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the Fairfax Public Schools practical nursing education program was below the required 80% at 76.92% (10 out of 13 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NLCEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

**Fairfax County School of Practical Nursing
February 25, 2019
Page 2**

**CC: Jennifer Alpers, M.Ed.
Program Manager, Health & Medical Sciences
William McGreevy, Assistant Principal
Dr. Scott S. Brabrand, Superintendent
Beth Downey, CTE Coordinator
Michele R. Green-Wright, RN, M.Ed., DOE Program Specialist**



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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Virginia Board of Nursing
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Executive Director

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FAX (804) 527-4455

February 25, 2019

Safiya Goldston, BSN, RN
Program Director, Practical Nursing
Petersburg Public Schools
3101 Johnson Road
Petersburg, VA 23805

RE: Petersburg Public Schools, School of Practical Nursing – US28109400

Dear Ms. Goldston:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the Petersburg Public Schools practical nursing education program was below the required 80% at 75.00% (3 out of 4 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NLCEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

Petersburg Public Schools, School of Practical Nursing
February 25, 2019
Page 2

CC: Dr. Marcus J. Newsome, Superintendent
Dr. Ann Ifekunigwe, CTE Coordinator
Michele R. Green-Wright, RN, M.ED., VA DOE Program Specialist



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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Virginia Board of Nursing
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Executive Director

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FAX (804) 527-4455

February 25, 2019

Esi Gyenin, RN, MSN
Program Director
America School of Nursing & Allied Health
14910 Jefferson Davis Highway
Woodbridge, VA 22191

RE: America School of Nursing & Allied Health – US28110100

Dear Ms. Gyenin:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the America School of Nursing & Allied Health practical nursing education program was below the required 80% at 75.00% (15 out of 20 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NCLEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

A handwritten signature in cursive script that reads "Jacquelyn Wilmoth".

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

America School of Nursing & Allied Health
February 25, 2019
Page 2

CC: Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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Executive Director

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Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

February 25, 2019

Pamela A. Smith, DNP, RN, CEN, PCCN
Director of Nursing and Education
Ultimate Health School
7839 Ashton Avenue
Manassas, VA 20109

RE: Ultimate Health School– US28205000

Dear Dr. Smith:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the Ultimate Health School practical nursing education program was below the required 80% at 70.59% (48 out of 68 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NLCEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

Ultimate Health School
February 25, 2019
Page 2

CC: Arangu Ngundam, President
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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Nurse Aide Registry (804) 367-4569
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February 25, 2019

W. Richard Cowling, III, RN, PhD, AHN-BC, ANEF, FAAN
Interim Dean of Nursing
Fortis College, Norfolk, ADN Program
6300 Center Drive, #22
Maury Building
Norfolk, VA 23502

RE: Fortis College, Norfolk– US28409500

Dear Dr. Cowling:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the Fortis College, Norfolk registered nursing education program was below the required 80% at 66.67% (2 out of 3 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NLCEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

Fortis College, Norfolk
February 25, 2019
Page 2

CC: Matt Albano, Campus President
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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FAX (804) 527-4455

February 25, 2019

Cheryl Oetjen, DNP, APRN
Interim Director, School of Nursing
George Mason University – Accelerated Second Degree
Mail Stop 3C4
4400 University Drive
Fairfax, VA 22030-444

RE: George Mason University – US28510000

Dear Dr. Oetjen:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the George Mason University – Accelerated Second Degree registered nursing education program was below the required 80% at 71.43% (5 out of 7 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NLCEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

George Mason University – Accelerated Second Degree
February 25, 2019
Page 2

CC: Dr. Germaine Louis, Dean
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

Perimeter Center
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Virginia Board of Nursing
Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

February 25, 2019

Dr. Shevellanie Lott
Dean, School of Nursing
Hampton University – Virginia Beach
253 Town Center Drive
Virginia Beach, VA 23462

RE: Hampton University, Virginia Beach – US28500400

Dear Dr. Lott:

The Board of Nursing has noted the first time NCLEX rate pass for the 2018 calendar year for the Hampton University, Virginia Beach registered nursing education program was below the required 80% at 66.67% (2 out of 3 passed.)

Pursuant to regulation 18VAC90-27-210 (B), if a nursing program falls below 80% for one year, the program shall submit a plan of correction. If a program falls below 80% for two consecutive years, the Board shall place the program on conditional approval and conduct a site visit.

Please submit the NCLEX plan of correction by April 22, 2019 to:

Jacquelyn Wilmoth
Nursing Education Program Manager
Virginia Board of Nursing
9960 Mayland Drive
Henrico, Virginia 23233

Please feel free to contact this office via email at jacquelyn.wilmoth@dhp.virginia.gov or via phone at 804-367-4527 if you have any questions or need assistance with the NCLEX plan of correction.

Sincerely,

A handwritten signature in black ink that reads 'Jacquelyn Wilmoth'.

Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager

Hampton University, Virginia Beach
February 25, 2019
Page 2

CC: Dr. William R. Harvey, President
Dr. JoAnn W. Haysbert, Chancellor & Provost
Peter Blake, Director, SCHEV

Practical Nursing and Registered Nursing Programs

Below 80% for One
Year



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

NCLEX Education Program Jurisdiction - Virginia Board of Nursing (26)
 Exam Series Code - NCLEX-PN
 Year - 2018

Printed By: Beth Yates
 Report Date: 22-Jan-2019 10:50 AM
 Data as of(CST): 22-Jan-2019-09:20 AM

Virginia Board of Nursing (26)
 VA - AMERICA SCHOOL OF NURSING AND ALLIED HEALTH (US28110100)
 NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate			
VA-AMERICA SCHOOL OF NURSING AND ALLIED HEALTH (US28110100)		02/2018	0	0	0	0.00%	4	3	1	75.00%	5	3	2	60.00%	0	0	0	0.00%	9	3	66.67%
		04/2017	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	0	0.00%
	WOODS RIDGE	10/2018	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	1	0	0.00%
		10/2017	2	2	0	100.00%	1	1	0	100.00%	3	2	1	66.67%	1	1	0	100.00%	7	6	85.71%
		10/2018	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%	1	1	100.00%
		11/2017	1	1	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	100.00%
Total			4	3	1	75.00%	6	5	1	83.33%	8	5	3	62.50%	2	2	0	100.00%	20	15	75.00%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - DABNEY S LANCASTER COMMUNITY COLLEGE (US28102300)

NCLEX-PN

NCLEX Education Program	NCLEX Program City	NCLEX Graduation Date	07/01/2018 - 08/30/2018		Total	
			Total Delivered	Total Passed	Total Failed	Total % Pass Rate
VA - DABNEY S LANCASTER COMMUNITY COLLEGE (US28102300)	CLIFTON FORGE	05/2018	1	0	1	0.00%
	Total		1	0	1	0.00%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - FAIRFAX COUNTY SCHOOL OF PRACTICAL NURSING (US28108600)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total					
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
VA - FAIRFAX COUNTY SCHOOL OF PRACTICAL NURSING (US28108600)	FALLS CHURCH	08/2018	12	10	2	83.33%	1	0	1	0.00%	13	10	3	76.92%
	Total		12	10	2	83.33%	1	0	1	0.00%	13	10	3	76.92%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
Page 24/61



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions

NCSBN Confidential



VA - PETERSBURG PUBLIC SCHOOLS (US28109400)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018		10/01/2018 - 12/31/2018		Total			
			Total Delivered	Total Passed	Total Delivered	Total Passed	Total Delivered	Total Passed	Total Failed	Total Pass Rate
VA - PETERSBURG PUBLIC SCHOOLS (US28109400)	PETERSBURG	08/2017	1	1	0	0	1	1	0	100.00%
	BLURG	08/2018	0	0	3	2	3	2	1	66.67%
	Total		1	1	3	2	4	3	1	75.00%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - ULTIMATE HEALTH SCHOOL (US28205000)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total							
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - ULTIMATE HEALTH SCHOOL (US28205000)	FALLS CHURCH H	03/2018	0	0	0	0.00%	8	5	3	62.50%	2	1	1	50.00%	0	0	0	0.00%	10	6	4	60.00%
		04/2018	0	0	0	0.00%	1	1	0	100.00%	10	9	1	90.00%	3	3	0	100.00%	14	13	1	92.86%
		05/2018	1	1	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%
		06/2018	0	0	0	0.00%	0	0	0	0.00%	17	11	6	64.71%	7	1	6	14.29%	24	12	12	50.00%
		07/2018	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%
		08/2018	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	1	1	0	100.00%
		09/2018	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%
		10/2018	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%	1	1	0	100.00%
		11/2018	2	1	1	50.00%	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%
		12/2018	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	7	7	0	100.00%	7	7	0	100.00%
		12/2017	3	3	0	100.00%	1	1	0	100.00%	0	0	0	0.00%	1	1	0	100.00%	5	4	1	80.00%
		Total		7	6	1	86.71%	11	7	4	63.64%	30	22	8	73.33%	20	13	7	65.00%	68	46	20

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
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Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - FORTIS COLLEGE - RICHMOND - ADN (US28402300)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	10/01/2018 - 12/31/2018			Total				
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	
VA - FORTIS COLLEGE - RICHMOND - ADN (US28402300)	RICHMO ND	09/2018	5	2	3	40.00%	5	2	3	40.00%
	Total		5	2	3	40.00%	5	2	3	40.00%

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1 Repeat test & Passed
 all other testers added to US 28 408200
 No more candidates
 US 28 408200



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - FORTIS COLLEGE - NORFOLK, TRADITIONAL ADN (US2840850)

NCLEX-VA

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	07/01/2018 - 08/30/2018			10/01/2018 - 12/31/2018			Total					
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
VA - FORTIS COLLEGE - NORFOLK, TRADITION AL ADN (US2840850)	NORFO LK	07/2018	1	1	0	100.00%	1	1	0	100.00%	2	2	0	100.00%
		08/2018	0	0	0	0.00%	1	0	1	0.00%	1	0	1	0.00%
	Total		1	1	0	100.00%	2	1	1	50.00%	3	2	1	66.67%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - GEORGE MASON UNIVERSITY - ACCELERATED SECOND DEGREE BSN PATHWAY (US28510000)
 NCLEX-RN

NCLEX Education Program City	NCLEX Education Program	NCLEX Graduation Date	01/01/2018 - 03/31/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total		
			Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate
VA - GEORGE MASON UNIVERSITY	ACCELERATED SECOND DEGREE BSN PATHWAY (US28510000)	08/2017	1	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	0.00%
Y - ACCELERATED SECOND DEGREE BSN PATHWAY (US28510000)	FAIRFAX	08/2018	0	0	0.00%	2	2	100.00%	4	2	50.00%	6	4	66.67%
	Total		1	0	0.00%	2	2	100.00%	4	2	50.00%	7	5	71.43%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - HAMPTON UNIVERSITY SCHOOL OF NURSING OF VIRGINIA BEACH - BS (US28500400)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2018 - 06/30/2018		07/01/2018 - 09/30/2018		Total							
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - HAMPTON UNIVERSITY SCHOOL OF NURSING OF VIRGINIA BEACH - BS (US28500400)	VIRGINIA BEACH	05/2018	2	2	0	100.00%	1	0	1	0.00%	3	2	1	66.67%
	Total		2	2	0	100.00%	1	0	1	0.00%	3	2	1	66.67%



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

www.dhp.virginia.gov
TEL (804) 367- 4400
FAX (804) 527- 4475

Virginia Board of Nursing
Jay P. Douglas, RN, MSM, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
FAX (804)527-4455

MEMORANDUM

To: Education Informal Conference Committee

From: Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Date: February 22, 2019

Subject: Nursing Programs with two years of NCLEX first time test taker pass rates below 80% (2017 and 2018)

Registered Nursing Programs:

Program Name	Program Code	NCLEX Pass Rate 2017	NCLEX Pass Rate 2018
ADN Private/Proprietary Program			
Eastern Virginia Career College	US28402500	71.88% (46/64)	74.55% (41/55)
Fortis College (LPN to RN) – Norfolk Closed February 2018	US28401800	76.92% (10/13)	67% (2/3)
Fortis College - Richmond	US28408900	50% (1/2)	68.42% (13/19)

Pursuant to 18 VAC 90-27-210(B), Eastern Virginia Career College and Fortis College – Richmond will be:

1. Placed on conditional approval with terms and conditions;
2. Requested to submit an updated NCLEX plan of correction;
3. Scheduled for an NCLEX Focused Site Visit to include required documents; and
4. Required to submit the fees for the site visit.



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

February 25, 2019

Kristina Kitchen, RN, MSN
Dean of Nurse Education Programs
Eastern Virginia Career College
10304 Spotsylvania Avenue, Suite 400
Fredericksburg, VA 22408

Re: Eastern Virginia Career College – Fredericksburg, ADN Program
Program Code: US28402500

Dear Ms. Kitchen:

This letter is sent as notification that the NCLEX pass rate of the program listed above has been below 80% for the past two years:

- The 2017 NCLEX-RN pass rate for this program is 71.88% (46 out of 64 passed.)
- The 2018 NCLEX-RN pass rate for this program is 74.55% (41 out of 55 passed.)

Per regulation 18VAC 90-27-210(B), the Board has placed your program on **Conditional Approval with terms and conditions**, which will require your program to:

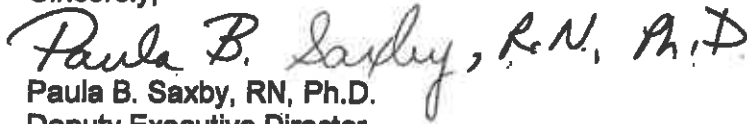
1. Submit a plan of correction within 45 days to the Board;
2. Submit to a site visit conducted by the Board and pay the required NCLEX Site Visit fee of \$1,500.00 prior to the site visit; and
3. The Board will consider the status of the program after the site visit and once the 2019 NCLEX results are available.

Eastern Virginia Career College
February 25, 2019
Page 2

If you object to this action affecting your nursing education program, you may request an informal conference before a committee of the Board pursuant to 18 VAC 90-20-161 (C) of the Board of Nursing Regulations and Virginia Code §2.2-4019 and § 54.1-109. The written request for an informal conference must be received within 33 days of the date of this letter, otherwise this action will be considered final.

Please contact this office at paula.saxby@dhp.virginia.gov or via phone at 804-367-4597 if you have any questions regarding this Board Action.

Sincerely,

Handwritten signature of Paula B. Saxby, RN, Ph.D. in cursive script.

Paula B. Saxby, RN, Ph.D.
Deputy Executive Director

Cc: Christine Carroll, President
Jacquelyn Wilmoth, RN, MSN
Nursing Education Program Manager
Peter Blake, Director, SCHEV



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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Virginia Board of Nursing
Jay P. Douglas, MSM, RN, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
Nurse Aide Registry (804) 367-4569
FAX (804) 527-4455

February 25, 2019

Lucy Smith, RN, MS, CNS, PMHCNS-BC
Dean of Nurse Education Programs
Fortis College, Richmond
2000 Westmoreland Drive, Suite A
Richmond, VA 23230

Re: Fortis College – Richmond, ADN Program
Program Code: US28408900

Dear Ms. Smith:

This letter is sent as notification that the NCLEX pass rate of the program listed above has been below 80% for the past two years:

- The 2017 NCLEX-RN pass rate for this program is 50.00% (1 out of 2 passed.)
- The 2018 NCLEX-RN pass rate for this program is 68.42% (13 out of 19 passed.)

Per regulation 18VAC 90-27-210(B), the Board has placed your program on **Conditional Approval with terms and conditions**, which will require your program to:

1. Submit a plan of correction within 45 days to the Board;
2. Submit to a site visit conducted by the Board and pay the required NCLEX Site Visit fee of \$1,500.00 prior to the site visit; and
3. The Board will consider the status of the program after the site visit and once the 2019 NCLEX results are available.

Fortis College, Richmond
February 25, 2019
Page 2

If you object to this action affecting your nursing education program, you may request an informal conference before a committee of the Board pursuant to 18 VAC 90-20-161 (C) of the Board of Nursing Regulations and Virginia Code §2.2-4019 and § 54.1-109. The written request for an informal conference must be received within 33 days of the date of this letter, otherwise this action will be considered final.

Please contact this office at paula.saxby@dhp.virginia.gov or via phone at 804-367-4597 if you have any questions regarding this Board Action.

Sincerely,

Paula B. Saxby, R.N., Ph.D.

Paula B. Saxby, RN, Ph.D.
Deputy Executive Director

Cc: Sheryl Delozier, President
Jacquelyn Wilmoth, RN, MSN,
Nursing Education Program Manager
Peter Blake, Director, SCHEV

Registered Nursing Programs

Below 80% for Two
Years

NCSBN Confidential

VA - FORTIS COLLEGE - RICHMOND - ADN (US28402300)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017			07/01/2017 - 09/30/2017			10/01/2017 - 12/31/2017			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - FORTIS COLLEGE - RICHMOND - ADN (US28402300)	RICHMOND	07/2017	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	1	1	0	100.00%
	RICHMOND	10/2017	0	0	0	0.00%	0	0	0	0.00%	2	1	1	50.00%	2	1	1	50.00%
	RICHMOND	12/2016	2	2	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	2	2	0	100.00%
Total			2	2	0	100.00%	1	1	0	100.00%	2	1	1	50.00%	5	4	1	80.00%

US28402300

0 0 0 3 3 100

*moved to
US28408900 - total for year
4th quarter 3090
2 1 1 3090*



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - FORTIS COLLEGE - RICHMOND, TRADITIONAL ADN (US28-08900)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - FORTIS COLLEGE - RICHMOND, TRADITION AL ADN (US28-08900)	RICHMOND, ND	04/2018	0	0	0	0.00%	7	5	2	71.43%	0	0	0	0.00%	7	5	2	71.43%
		07/2018	0	0	0	0.00%	0	0	0	0.00%	5	4	1	80.00%	5	4	1	80.00%
		12/2017	2	2	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	2	2	0	100.00%
Total			2	2	0	100.00%	7	5	2	71.43%	5	4	1	80.00%	14	11	3	78.57%

+5 +2
19 13
68.42

4th quarter moved from US28 402350

5 2 4090

see original print out 02 2017
RWR
5/17/17 - pages



VA - FORTIS COLLEGE - ADN (US28-01800)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017			04/01/2017 - 06/30/2017			07/01/2017 - 09/30/2017			10/01/2017 - 12/31/2017			Total							
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - FORTIS COLLEGE - ADN (US28-01800)	NORFO LK	02/2017	1	1	0	100.00%	3	3	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	4	4	0	100.00%
		06/2017	0	0	0	0.00%	0	0	0	0.00%	5	3	2	60.00%	1	1	0	100.00%	6	4	2	66.67%
		07/2016	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
		10/2016	2	2	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
Total			4	3	1	75.00%	3	3	0	100.00%	5	3	2	60.00%	1	1	0	100.00%	13	10	3	76.92%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - FORTIS COLLEGE - ADN (US28-0180)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - FORTIS COLLEGE - ADN (US28-0180)	NORFO LK	07/2018	0	0	0	0.00%	1	1	0	100.00%	1	1	0	100.00%	2	2	0	100.00%
		08/2018	0	0	0	0.00%	0	0	0	0.00%	1	0	1	0.00%	1	0	1	0.00%
		10/2017	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	0	1	0.00%
		Total	1	0	1	0.00%	1	1	0	100.00%	2	1	1	50.00%	2	1	1	50.00%

3 2 67%
~~2 1 50%~~
 3 2 67%

9/18 284/91500
 9/18 1 / 2 50%

NC more
 AS candidates



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

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Virginia Board of Nursing
Jay P. Douglas, RN, MSM, CSAC, FRE
Executive Director

Board of Nursing (804) 367-4515
FAX (804)527-4455

MEMORANDUM

To: Education Informal Conference Committee

From: Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Date: February 22, 2019

Subject: Nursing Programs with three or more years of NCLEX first time test taker pass rates below 80% (2015, 2016, 2017 and 2018)

Practical Nursing Programs

Program Name (Board Orders)	Program Code	NCLEX Pass Rate 2015	NCLEX Pass Rate 2016	NCLEX Pass Rate 2017	NCLEX Pass Rate 2018
Centura College – Midlothian Closed 9/30/18	US28201300	66.67%	63.33% (19/30)	71.43% (10/14)	75% (6/8)
Centura College – Norfolk Compliance – Voluntary Closure	US28103800		66.67% (12/18)	20% (1/5)	66.67% (2/3)
Paul D. Camp Community College	US28110000	57.89%	68.18% (15/22)	78.3% (18/23)	54.55% (6/11)

Registered Nursing Programs on next page

Registered Nursing Programs

Program Name (Board Orders)	Program Code	NCLEX Pass Rate 2015	NCLEX Pass Rate 2016	NCLEX Pass Rate 2017	NCLEX Pass Rate 2018
Global Health College Closed 12/31/18	US28402000		61.84% (47/76)	54.84% (34/62)	66.67% (30/45)
Paul D. Camp Community College – Will be presented at the May 9 IFC	US28400500		74.07% (20/27)	77.27% (17/22)	78.57% (22/28)

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: CENTURA COLLEGE RICHMOND MIDLOTHIAN CAMPUS
PRACTICAL NURSING EDUCATION PROGRAM
Program Code: US28201300
Case Number: 186352**

RATIFICATION AND ORDER

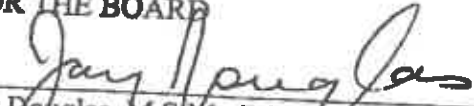
On May 15, 2018, a panel of the Board met to receive and act upon the Recommended Decision of the Education Special Conference Committee. Centura College Richmond Midlothian Campus Practical Nursing Education Program was not present nor represented by legal counsel.

In consideration whereof, the Board of Nursing **ACCEPTS** the attached Recommended Findings of Fact and Conclusions of Law of the Education Special Conference Committee and **ADOPTS** the Recommended Order in its entirety.

Pursuant to Virginia Code § 54.1-2400.2, the signed original of this Order shall remain in the custody of the Department of Health Professions as a public record, and shall be made available for public inspection and copying upon request.

Pursuant to Virginia Code § 54.1-2400(10), Centura College Richmond Midlothian Campus Practical Nursing Education Program may, not later than 5:00 p.m., on June 27, 2018, notify Jay Douglas, Executive Director, Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233, in writing that it desires a formal administrative hearing before the Board. Upon the filing with the Executive Director of a request for the hearing, this Order shall be vacated.

FOR THE BOARD



Jay Douglas, M.S.M., R.N., C.S.A.C., F.R.E.
Executive Director
Virginia Board of Nursing

ENTERED AND MAILED ON:

May 24th, 2018

This Order shall become final on June 27, 2018, unless a request for a formal administrative hearing is received as described above.

Certified True Copy

By 
Virginia Board of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: CENTURA COLLEGE RICHMOND MIDLOTHIAN CAMPUS
PRACTICAL NURSING EDUCATION PROGRAM
Program Code: US28201300
Case Number: 186352**

**REPORT AND RECOMMENDATION OF THE
EDUCATION SPECIAL CONFERENCE COMMITTEE**

Jurisdiction and Procedural History

Pursuant to Virginia Code §§ 2.2-4019 and 54.1-2400(10), the Education Special Conference Committee ("Committee") of the Virginia Board of Nursing ("Board"), held an informal conference on May 2, 2018 in Henrico County, Virginia, to inquire into evidence that Centura College Richmond Midlothian Campus Practical Nursing Education Program (hereinafter, "Centura College Richmond PN") may have violated certain regulations governing the operation of practical nursing education programs in the Commonwealth of Virginia and to determine Centura College Richmond PN's approval status to operate a practical nursing education program.

Dr. Eunice Scott, Director of Nursing Education for Centura College Richmond, appeared at this proceeding on behalf of the program. Also present on behalf of the program were Mary Urbanski, Corporate Director of Education for Centura College, and Jeremiah Scarbrough, Regional Director of Centura College. The program was not represented by legal counsel.

Upon consideration of the evidence, the Committee makes the following Findings of Fact and Conclusions of Law and recommends that the Board adopt the following Order.

Notice

By letter dated April 3, 2018, the Board sent a Notice of Informal Conference ("Notice") to Centura College Richmond PN notifying it that an informal conference would be held on May 2, 2018. The Notice was sent by certified and first class mail to the legal address of record on file with the Board.

Recommended Findings of Fact and Conclusions of Law

1. Centura College Richmond Midlothian Campus Practical Nursing Education Program was approved to operate a practical nursing education program in March 2006. The program was placed on conditional approval in March 2017 following two years of NCLEX passage rates below 80%.
2. The program submitted an NCLEX improvement plan and the Board conducted an NCLEX site visit in May 2017.
3. Centura College Richmond PN violated 18 VAC 90-20-132(A)(1) and (10) and 18 VAC 90-20-151 of the Regulations Governing the Practice of Nursing (currently found at 18 VAC 90-27-140(A)(1) and (10) and 18 VAC 90-27-210 of the Regulations for Nursing Education Programs, effective February 24, 2017) ("Regulations") in that its pass rate for first-time test takers of the NCLEX-PN was below 80% for the past three calendar years.
 - a. In 2017, the pass rate was 71.43%.
 - b. In 2016, the pass rate was 63.33%.
 - c. In 2015, the pass rate was 66.67%.
4. Dr. Urbanski submitted a letter to the Board dated April 23, 2018, indicating that the program intended to close. At the informal conference, Ms. Scott clarified that closure will be as of September 20, 2018, when the five last remaining students will have completed the program.
5. At the informal conference, program representatives acknowledged the violation found in Finding of Fact/Conclusion of Law Number 3.

Recommended Order

Based on the foregoing Findings of Fact and Conclusions of Law, the Committee recommends that the Board issue an Order as follows:

1. The Board ACCEPTS the VOLUNTARY SURRENDER of Centura College Richmond PN's approval to operate a practical nursing education program, and such approval is WITHDRAWN effective September 30, 2018. The program shall cease operations no later than September 30, 2018, when all students shall either have graduated or transferred to an approved program.
2. From the date of entry of this Order until closure, Centura College Richmond PN shall comply with the following terms and conditions:
 - a. The program shall comply with its NCLEX improvement plan and teach-out plan as submitted to the Board.
 - b. The program shall comply with the Board's regulations for maintaining an approved practical nursing education program.
 - c. No later than July 31, 2018, the program shall submit to the Board a report regarding its progress in meeting the regulations for closure and the status of all remaining students.
3. Centura College Richmond PN shall comply with the requirements of 18 VAC 90-27-240 of the Regulations for closure of a nursing education program as follows:
 - a. The program shall not admit any new or transfer students.
 - b. The program shall cease operations no later than September 30, 2018, when all students shall either have graduate or transferred to an approved program.
 - c. In accordance with 18 VAC 90-27-240(B)(2) of the Regulations, the program shall provide to the Board a list of the names of students who have transferred to approved programs and the date on which the last student was transferred no later than October 31, 2018.
 - d. In accordance with 18 VAC 90-27-240(C)(1) and (2) of the Regulations, the governing institution shall inform the Board of the arrangements made to safeguard the records and, if

the governing institution ceased to exist, the academic transcript of each student and graduate shall be transferred by the institution to the Board for safekeeping no later than October 31, 2018.

**Reviewed and determined to be consistent with the
Education Special Conference Committee's Decision**

Jodi P. Power

Jodi P. Power, R.N., J.D.
Deputy Executive Director

May 8, 2018

Date

Certified True Copy

By *[Signature]*

Virginia Board of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

IN RE: CENTURA COLLEGE, NORFOLK PRACTICAL NURSING EDUCATION PROGRAM

Program Code: US28103800
Case Numbers: 173222, 174240

RATIFICATION AND ORDER


On November 15, 2016, a quorum of the Board met to receive and act upon the Recommended Decision of the Education Special Conference Committee. Centura College, Norfolk Practical Nursing Education Program ("Centura College PN") representatives were not present nor represented by legal counsel.

In consideration whereof, the Board of Nursing **ACCEPTS** the attached Recommended Findings of Fact and Conclusions of Law of the Education Special Conference Committee and **ADOPTS** the Recommended Order in its entirety.

Pursuant to Virginia Code § 54.1-2400.2, the signed original of this Order shall remain in the custody of the Department of Health Professions as a public record, and shall be made available for public inspection and copying upon request.

Pursuant to Virginia Code § 54.1-2400(10), Centura College PN may, not later than 5:00 p.m., on Month Day, Year, notify Jay P. Douglas, Executive Director, Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233, in writing that it desires a formal administrative hearing before the Board. Upon the filing with the Executive Director of a request for the hearing, this Order shall be vacated.

FOR THE BOARD


Jay Douglas, M.S.M./R.N., C.S.A.C., F.R.E.
Executive Director
Virginia Board of Nursing

ENTERED AND MAILED ON:

November 18th, 2016

This Order shall become final on December 22, 2016, unless a request for a formal administrative hearing is received as described above.

Certified True Copy

By 
Virginia Board Of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

IN RE: CENTURA COLLEGE, NORFOLK PRACTICAL NURSING EDUCATION PROGRAM
Program Code: US28103800
Case Numbers: 173222, 174240

**REPORT AND RECOMMENDATION OF
EDUCATION SPECIAL CONFERENCE COMMITTEE**

Jurisdiction and Procedural History

Pursuant to Virginia Code §§ 2.2-4019, 2.2-4021, and 54.1-3014, the Education Special Conference Committee ("Committee") of the Virginia Board of Nursing ("Board"), held an informal conference on November 9, 2016 in Henrico County, Virginia, to inquire into evidence that Centura College, Norfolk Practical Nursing Education Program ("Centura College PN") may have violated certain laws and regulations governing the operation of a practical nursing education program in the Commonwealth of Virginia and certain terms and conditions of an Order of the Board entered September August 21, 2015, and to determine Centura College PN's approval status to operate a practical nursing education program.

Present on behalf of the program were Lorri Christiansen, Centura College Corporate Director of Allied Health, and Mary Urbanski, Corporate Director of Education. Also present was Mary Tidoe, current adjunct faculty and former Program Director. The current interim Program Director, Amelita Villarete, was not present due to health issues. The program was not represented by legal counsel.

Upon consideration of the evidence, the Committee makes the following Findings of Fact and Conclusions of Law and recommends that the Board adopt the following Order.

Notice

By letter dated October 21, 2016, the Board sent a Notice of Informal Conference ("Notice") to

Centura College PN notifying it that an informal conference would be held on November 9, 2016. The Notice was sent by certified and first class mail to the legal address of record on file with the Board.

Recommended Findings of Fact and Conclusions of Law

1. Centura College, Norfolk Practical Nursing Education Program (formerly Tidewater Tech/Beta Tech) received approval to operate a practical nursing education program in 2006. In September 2008, Centura College became the official name of the school. In March 2014, Centura College PN was placed on conditional approval after the release of NCLEX pass rate results for 2012 and 2013, both of which were below 80 percent. By Order entered August 21, 2015 ("Board's Order"), the Board withdrew the approval of Centura College PN to operate a practical nursing education program, stayed the withdrawal, and continued the program on conditional approval based on compliance with certain terms and conditions.
2. Term 2(c) of the Board's Order required Centura College PN to comply with its NCLEX success plan. The program's NCLEX success plan stated that simulation would be integrated throughout the program. Centura College PN violated Term No. 2(c) of the Board's Order in that, as program representatives acknowledged at the informal conference, simulation was not integrated throughout the program, and was used at the discretion of the faculty. Further, program representatives could not articulate an understanding of the use of simulation in lieu of direct client care.
3. The NCLEX passage rate for first-time test takers in Calendar Year 2015 was 80 percent. For the period January 1 – September 30, 2016, the passage rate was 75 percent.
4. There are currently two students remaining in the program. They are expected to graduate in December 2016. The program intends to start admitting new students in February 2017. The corporate director of education stated that the program was focusing on hiring qualified faculty and raising admission standards. One condition of the Board's 2015 Order was that Centura College

was prohibited from admitting new students for one year, or until August 2016. The program chose not to admit new students after August 2016 in order to focus on improving their program.

Recommended Order

Based on the foregoing Findings of Fact and Conclusions of Law, the Education Special Conference Committee recommends that the Board issue an Order as follows:

1. The withdrawal of approval of Centura College PN is **RESCINDED**, and Centura College PN is placed on **CONDITIONAL APPROVAL** to operate a practical nursing education program in Virginia, subject to the following terms and conditions:
 - a. Within 60 days of the entry of this Order, Centura College PN shall submit to the Board for review and approval a new improvement and NCLEX success plan, including a plan for hiring qualified faculty and a plan for the enrollment of new students. Thereafter, Centura College PN shall comply with its approved plan.
 - b. Centura College PN shall provide reports demonstrating compliance with the terms and conditions of this Order every six months, with the first report due by August 1, 2017.
 - c. Centura College PN shall notify all current and prospective students of its approval status.
 - d. The NCLEX pass rate for first-time test takers in Calendar Year 2018 shall be 80 percent or above.
 - e. Centura College PN shall comply with all of the Board's regulations for maintaining an approved practical nursing education program in Virginia.
2. The Board, at its discretion, may conduct site visits to determine Centura College PN's compliance with this Order. Centura College PN shall be responsible for any fees that may be required for review and approval, including but not limited to those fees associated with survey and site visits.

3. After the results of the NCLEX passage rates for Calendar Year 2018 are made available, the Education Special Conference Committee will review Centura College PN's compliance with this Order and further consider the approval status of Centura College PN to operate a practical nursing education program.

4. Any violation of the terms and conditions of this Order may constitute grounds for withdrawal of Centura College PN's approval to operate a practical nursing education program, and an informal conference shall be convened to determine whether approval shall be withdrawn.

Reviewed and approved on November 15, 2016
By Joyce A. Hahn, Ph.D., R.N., N.E.A.-B.C., F.N.A.P.
Chair, Education Special Conference Committee

Certified True Copy
By *J. Hahn*
Virginia Board Of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: PAUL D. CAMP COMMUNITY COLLEGE PRACTICAL NURSING
EDUCATION PROGRAM
Program Number: US28110000
Case Number: 186926**

RATIFICATION AND ORDER

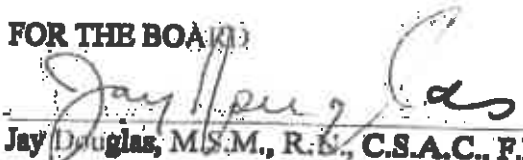
On September 18, 2018, a panel of the Board met to receive and act upon the Recommended Decision of the Education Special Conference Committee. Paul D. Camp Community College Practical Nursing Education Program ("Paul D. Camp PN") was present and was not represented by legal counsel.

In consideration whereof, the Board of Nursing ACCEPTS the attached Recommended Findings of Fact and Conclusions of Law of the Education Special Conference Committee and ADOPTS the Recommended Order in its entirety.

Pursuant to Virginia Code § 54.1-2400.2, the signed original of this Order shall remain in the custody of the Department of Health Professions as a public record, and shall be made available for public inspection and copying upon request.

Pursuant to Virginia Code § 54.1-2400(10), Paul D. Camp PN may, not later than 5:00 p.m., on Month Day, 2018, notify Jay P. Douglas, R.N., M.S., C.S.A.C., F.R.E., Executive Director, Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233, in writing that it desires a formal administrative hearing before the Board. Upon the filing with the Executive Director of a request for the hearing, this Order shall be vacated.

FOR THE BOARD


Jay Douglas, M.S.M., R.N., C.S.A.C., F.R.E.
Executive Director
Virginia Board of Nursing

ENTERED AND MAILED ON:

September 21ST 2018

This Order shall become final on October 25, 2018, unless a request for a formal administrative hearing is received as described above.

Certified True Copy

By 
Virginia Board of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: PAUL D. CAMP COMMUNITY COLLEGE PRACTICAL NURSING
EDUCATION PROGRAM
Program Number: US28110000
Case Number: 186926**

**REPORT AND RECOMMENDATION OF THE
EDUCATION SPECIAL CONFERENCE COMMITTEE**

Jurisdiction and Procedural History

Pursuant to Virginia Code §§ 2.2-4019 and 54.1-2400(10), the Education Special Conference Committee ("Committee") of the Virginia Board of Nursing ("Board"), held an informal conference on September 5, 2018 in Henrico County, Virginia, to inquire into evidence that Paul D. Camp Community College Practical Nursing Education Program ("Paul D. Camp PN") may have violated certain laws and regulations governing the operation of a practical nursing education program in the Commonwealth of Virginia.

At the informal conference, Dan Lufkin, President of Paul D. Camp Community College, Deborah Hartman, Ed.D, M.S.N, R.N., Dean of the Nursing Program, and Laurel White, R.N., Lead Practical Nursing Instructor for Paul D. Camp PN, appeared at this proceeding on behalf of the program. The program was not represented by legal counsel.

Upon consideration of the evidence, the Education Special Conference Committee makes the following Findings of Fact and Conclusions of Law and recommends that the Board adopt the following Order.

Notice

By letter dated August 7, 2018, the Board sent a Notice of Informal Conference ("Notice") to Paul D. Camp PN notifying it that an informal conference would be held on September 5, 2018. The Notice was sent by certified and first class mail to the legal address of record on file with the Board.

Recommended Findings of Fact and Conclusions of Law

1. Paul D. Camp PN was granted provisional approval to operate a practical nursing education program in the Commonwealth of Virginia on May 21, 2014. In November 2015, the program status was changed to initial approval due to a change in Board regulations. The program was placed on conditional approval in 2017 after two years of consecutive NCLEX pass rates below 80 percent.

2. Paul D. Camp PN violated 18 VAC 90-20-132(A)(1) and (10) and 18 VAC 90-20-151 of the Regulations Governing Nursing Education Programs (currently found at 18 VAC 90-27-140(A)(1) and (10) and 18 VAC 90-27-210 of the Regulations for Nursing Education Programs, effective February 24, 2017) in that its pass rate for first-time test takers of the NCLEX-PN was below 80 percent for the past three calendar years.

a. In 2017, the pass rate was 78.26 percent;

b. In 2016, the pass rate was 68.18 percent;

c. In 2015, the pass rate was 57.89 percent.

3. As of the date of the informal conference, Paul D. Camp PN's NCLEX-PN pass rate for Calendar Year 2018 to date was 54.4 percent.

4. Seven students are currently enrolled in Paul D. Camp PN and are scheduled to graduate in May 2019. The program currently has one full time instructor, one part time instructor, and

one adjunct instructor. The community college president stated that the program has his full support and that he is committed to providing the program with the necessary resources to be successful.

5. The current full time instructor, who began in July 2017, is the program's first full time instructor whose position is funded by the college rather than by an outside grant. She has been proactive in taking steps to improve the program, including contacting other community college nursing programs to determine their methods for ensuring their students' success.

Recommended Order

Based on the foregoing Findings of Fact and Conclusions of Law, the Education Special Conference Committee recommends that the Board issue an Order as follows:

1. The approval of Paul D. Camp PN to operate a practical nursing education program is **WITHDRAWN**.
2. This withdrawal of approval shall be **STAYED**, and Paul D. Camp PN shall remain on conditional approval, contingent upon the following terms and conditions:
 - a. Paul D. Camp PN may not admit any new or transfer students prior to August 2019.
 - b. The NCLEX-PN pass rate for the cohort enrolled as of September 5, 2018, shall be 80 percent or above.
 - c. Paul D. Camp PN shall comply with the Board's regulations for maintaining an approved practical nursing education program.
 - d. Paul D. Camp PN shall notify all students in writing of this Board action within 15 days of entry of this Order.

e. At its discretion, the Board may conduct site visits to determine compliance with this Order. Paul D. Camp PN shall be responsible for any fees that may be required, including but not limited to those fees associated with survey and site visits.

f. Paul D. Camp PN shall provide a copy of this Order to all current students, to all faculty members, and to the nursing program's advisory board. Further, Paul D. Camp PN shall publish this Order on its website.

3. Any violation of the terms and conditions of this Order or of any law or regulation affecting the operation of nursing education programs in the Commonwealth of Virginia shall constitute grounds for the rescission of the stay of withdrawn approval of Paul D. Camp PN, and an administrative proceeding shall be convened to determine whether such approval shall be withdrawn.

4. Upon receipt of evidence of Paul D. Camp PN's compliance with all terms and conditions of this Order, the Committee, at its discretion, may waive Paul D. Camp PN's appearance before the Committee and conduct an administrative review of this matter to determine Paul D. Camp PN's approval status to operate a practical nursing education program.

Reviewed and determined to be consistent with the
Education Special Conference Committee's Decision

Chanelle Rixson

Paula B. Saxby, R.N., Ph.D.

Deputy Executive Director, Virginia Board of Nursing

Sept. 13, 2018

Date

Certified True Copy

d. Graham
Virginia Board of Nursing

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: GLOBAL HEALTH COLLEGE ASSOCIATE DEGREE
REGISTERED NURSING EDUCATION PROGRAM
Program Code: US2840200
Case Number: 179535**

AMENDED ORDER

JURISDICTION AND PROCEDURAL HISTORY

Pursuant to Virginia Code §§ 2.2-4020, 2.2-4024(F), and 54.1-2400(11), a panel of the Virginia Board of Nursing ("Board") held a formal administrative hearing on March 13, 2018, in Henrico County, Virginia, to inquire into evidence that Global Health College Associate Degree Registered Nursing Education Program ("Global Health College ADRN") may have violated certain regulations governing the operation of registered nursing education programs in the Commonwealth of Virginia.

A representative of Global Health College did not appear at this proceeding and the program was not represented by legal counsel.

Following the formal administrative hearing, the Board issued an Order on March 20, 2018. Subsequently, Global Health College ADRN requested that the Board modify certain terms of the Order. Pursuant to Virginia Code § 54.1-2400(13), a panel of the Board met on March 27, 2018 to consider the program's request for modification of the Order entered March 20, 2018. In consideration whereof, and upon consideration of the evidence, the Board adopts the following Findings of Fact and Conclusions of Law and issues the Order contained herein.

NOTICE

By letter dated October 17, 2017, the Board sent a Notice of a Formal Administrative Hearing ("Notice") to Global Health College ADRN notifying it that a formal administrative hearing would be held on November 15, 2017. The Notice was sent by certified and first class mail to the legal address of

record on file with the Board. The hearing was continued by the Board, and on February 8, 2018, the Board sent an Amended Notice of Formal Hearing by certified and first class mail to Global Health College ADRN notifying it that the hearing would be held on March 13, 2018. On March 12, 2018, the Board received telephonic and electronic communication from Mariata Kargbo, RN, MSN, BC-FNP, Program Director, Global Health College ADRN, that she would not be attending the formal hearing. The Panel Chair concluded that adequate notice was provided to Global Health College ADRN and the formal administrative hearing proceeded in its absence.

FINDINGS OF FACT

1. Global Health College Associate Degree Registered Nursing Education Program (“Global Health College ADRN”) was approved to operate a registered nursing education program on February 26, 2010.
2. Global Health College ADRN’s NCLEX-RN passage rates for first-time test-taking graduates for the calendar years 2014 – 2016 were below 80 percent, as evidenced by the following:
 - a. In 2014, the NCLEX-RN passage rate was 56.76 percent.
 - b. In 2015, the NCLEX-RN passage rate was 67.44 percent.
 - c. In 2016, the NCLEX-RN passage rate was 61.84 percent.
3. Global Health College RN was notified on November 28, 2016, that it was placed on conditional approval due to its NCLEX-RN passage rates being below 80 percent for 2014 and 2015. Representatives of the Board of Nursing completed a site visit on August 10, 2016 and submitted a report on February 23, 2017.
4. Global Health College ADRN’s NCLEX-RN passage rate for calendar year 2017 was 54.84 percent.

5. The program director of Global Health submitted a letter to the Board requesting that the Board continue Global Health on conditional approval until December 2019. In the letter, she stated that the implementation of their strategies have yielded "very positive and exciting results," but she submitted no further evidence.

6. By letter dated February 15, 2018, the State Council of Higher Education for Virginia ("SCHEV") notified Global Health College ADRN that it was considering recommending revoking Global Health College ADRN's Certificate to Operate on the basis of the school's failure to maintain compliance with Virginia Code and regulation.

CONCLUSIONS OF LAW

Finding of Fact Number 2 constitutes a violation of 18 VAC 90-20-132(A)(1) and (10) and 18 VAC 90-20-151 of the Regulations Governing the Practice of Nursing (currently found at 18 VAC 90-27-140(A)(1) and (10) and 18 VAC 90-27-210 of the Regulations for Nursing Education Programs, effective February 24, 2017).

ORDER

Based on the foregoing Findings of Fact and Conclusions of Law, the Virginia Board of Nursing hereby ORDERS as follows:

1. The approval of Global Health College ADRN to operate a registered nursing education program is WITHDRAWN.
2. The program shall close no later than December 31, 2018.
3. Global Health College ADRN shall not admit any new students or transfer students.
4. Pursuant to 18 VAC 90-27-240(B)(2) of the Regulations, the program shall provide to the Board a list of the names of students who have transferred to approved programs and the date on which the last student was transferred no later than January 31, 2019.

5. Pursuant to 18 VAC 90-27-240(C) of the Regulations, the governing institution of Global Health College ADRN shall inform the Board of the arrangements made to safeguard the records of all students and graduates no later than January 31, 2019. If the governing institution ceases to exist, the academic record of each student and graduate shall be transferred to the Board for safekeeping.

Pursuant to Virginia Code § 54.1-2400.2, the signed original of this Order shall remain in the custody of the Department of Health Professions as a public record, and shall be made available for public inspection and copying upon request.

FOR THE BOARD



Jay Douglas, M.S.N., R.N., C.S.A.C., F.R.E.
Executive Director
Virginia Board of Nursing

ENTERED AND MAILED ON:

April 18TH, 2018

NOTICE OF RIGHT TO APPEAL

As provided by Rule 2A:2 of the Supreme Court of Virginia, Global Health College has 30 days from the date it is served with this Order in which to appeal this decision by filing a Notice of Appeal with Jay P. Douglas, Executive Director, Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233. The service date shall be defined as the date Global Health College actually received this decision or the date it was mailed to Global Health College, whichever occurred first. In the event this decision is served upon it by mail, three days are added to that period.

Certified True Copy

By 
Virginia Board Of Nursing



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (VBN)

VA - PAUL D. CAMP COMMUNITY COLLEGE (US28110000)

Jurisdiction Program Code	Examination Program	Jurisdiction Program City	Examination Date	-- Current Quarter -- 10/01/2016 -- 12/31/2016				-- Year to Date -- 01/01/2016 -- 12/31/2016			
				# Scheduled	# Present	# Passed	% Passed	# Scheduled	# Present	# Passed	% Passed
US28110000	VA - PAUL D. CAMP COMMUNITY COLLEGE (US28110000)	SUFFOLK	05/2016	6	4	2	66.67%	21	14	7	66.67%
			07/2015	0	0	0	0.00%	1	1	0	100.00%
Total:				6	4	2	66.67%	22	15	7	68.18%

Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions

NCSBN Confidential



NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2017 - 06/30/2017			07/01/2017 - 09/30/2017			10/01/2017 - 12/31/2017			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - PALM D. CAMP COMMUNITY COLLEGE (US26110000)	SUFFOLK	05/2016	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	1	1	0	100.00%
		05/2017	6	5	1	83.33%	14	11	3	78.57%	1	1	0	100.00%	21	17	4	80.95%
		05/2018	0	0	0	0.00%	1	0	1	0.00%	0	0	0	0.00%	1	0	1	0.00%
	Total		6	5	1	83.33%	16	12	4	75.00%	1	1	0	100.00%	23	18	5	78.26%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - PAUL D. CAMP COMMUNITY COLLEGE (US28110000)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			Total						
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - PAUL D. CAMP COMMUNITY COLLEGE (US28110000)	SUFFOLK	05/2017	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	0	1	0.00%
		05/2018	0	0	0	0.00%	8	3	3	50.00%	4	3	1	75.00%	10	6	4	60.00%
Total			1	0	1	0.00%	8	3	3	50.00%	4	3	1	75.00%	11	6	5	54.55%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
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Practical Nursing and Registered Nursing Programs

Below 80% for Three
Years



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (20)

VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)

Jurisdiction Program Code	Education Program	Jurisdiction Program City	Jurisdiction Expiry	-- Current Quarter --				-- Year-to-Date --			
				10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016		10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016	
				# Submitted	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed
US28201300	VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)	RICHMOND	01/2016	1	1	0	100.00%	8	7	1	87.50%
			02/2016	1	1	0	100.00%	4	4	0	100.00%
			04/1996	0	0	0	0.00%	1	1	0	100.00%
			05/2016	2	0	2	0.00%	6	1	5	16.67%
			06/2016	0	0	0	0.00%	5	4	1	80.00%
			08/2016	0	0	0	0.00%	1	1	0	100.00%
			09/2015	0	0	0	0.00%	1	0	1	0.00%



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (VBN)

VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)

Education Program Code	Education Program	Jurisdiction Program City	Jurisdiction Expiration Date	-- Current Quarter --				-- Year to Date --							
				10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016		10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016					
				# Delivered	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed				
US28201300	VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)	RICHMOND	09/2016	2	1	1	50.00%	2	2	1	50.00%				
			11/2015	0	0	0	0.00%	2	0	0	0.00%				
Total:				6	3	3	50.00%	30	0	19	63.33%				



NCSBN Confidential

VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017				04/01/2017 - 06/30/2017				07/01/2017 - 09/30/2017				10/01/2017 - 12/31/2017				Total							
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)	RICHMOND ND	03/2017	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	2	1	1	50.00%	3	2	1	66.67%
		07/2015	0	0	0	0.00%	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	0	1	0.00%
		07/2017	0	0	0	0.00%	0	0	0	0.00%	2	2	0	100.00%	1	1	0	100.00%	1	1	0	100.00%	3	3	0	100.00%
		08/2015	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	0	100.00%
		10/2016	0	0	0	0.00%	1	0	1	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	4	4	0	100.00%
		10/2017	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	4	4	0	100.00%	1	1	0	100.00%
12/2016	1	0	1	0.00%	0	0	0	0.00%	3	3	0	100.00%	3	3	0	100.00%	7	6	1	85.71%	14	10	4	71.43%		
Total			1	0	1	0.00%	3	1	2	33.33%	3	3	0	0.00%	3	3	0	100.00%	7	6	1	85.71%	14	10	4	71.43%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - CENTURA COLLEGE - MIDLOTHIAN (US28201300)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total		
			Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate
VA - CENTURA COLLEGE - MIDLOTHIA N	RICHMOND	05/2017	0	0	0.00%	1	1	100.00%	0	0	0.00%	0	0	0.00%	1	1	100.00%
		08/2018	0	0	0.00%	0	0	0.00%	2	1	50.00%	0	0	0.00%	2	1	50.00%
		09/2018	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	3	100.00%	3	3	100.00%
		10/2017	1	1	100.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	100.00%
		12/2016	1	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	0.00%
Total			2	1	50.00%	1	1	100.00%	2	1	50.00%	3	3	100.00%	8	6	75.00%



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

**Virginia Board of Nursing (VBN)
VA - CENTURA COLLEGE - NORFOLK (US28103800)**

Jurisdiction Program Code	Education Program	Jurisdiction Program City	Candidate Date	-- Current Quarter --				-- Year to Date --			
				10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016		10/01/2016 – 12/31/2016		01/01/2016 – 12/31/2016	
				# Delivered	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed
US28103800	VA - CENTURA COLLEGE - NORFOLK (US28103800)	NORFOLK	01/2016	1	0	1	0.00%	10	7	3	70.00%
			05/2016	0	0	0	0.00%	4	3	1	75.00%
			06/2015	0	0	0	0.00%	1	0	1	0.00%
			08/2016	1	0	1	0.00%	2	1	1	50.00%
			12/2015	0	0	0	0.00%	1	1	0	100.00%
			Total:	2	0	2	0.00%	18	12	6	66.67%

**Report 4 – Jurisdiction Program Summary of all First-Time
Candidates Licensed in All Jurisdictions**



NCSBN Confidential

VA - CENTURA COLLEGE - NORFOLK (US28103800)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017				Total		
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Passed	Total Failed	
VA - CENTURA COLLEGE - NORFOLK (US28103800)	NORFO LK	10/2018	2	1	1	50.00%	2	1	50.00%
		11/2018	1	0	1	0.00%	1	0	0.00%
		12/2018	2	0	2	0.00%	2	0	0.00%
Total	Total		5	1	4	20.00%	5	1	20.00%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - CENTURA COLLEGE - NORFOLK (US28103800)

NCLEX-PN

NCLEX Education Program City	NCLEX Education Program City	NCLEX Graduation Date	07/01/2018 - 06/30/2018			10/01/2018 - 12/31/2018			Total					
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate				
VA - CENTURA COLLEGE - NORFOLK (US28103800)	NORFO LK	07/2018	1	0	1	0.00%	0	0	0	0.00%	1	0	1	0.00%
	NORFO LK	10/2018	0	0	0	0.00%	2	2	0	100.00%	2	2	0	100.00%
	Total		1	0	1	0.00%	2	2	0	100.00%	3	2	1	66.67%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
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**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (20)
VA - GLOBAL HEALTH COLLEGE - ADN (US28-402000)

Education Program Code	Education Program Name	Jurisdiction Program City	Graduation Date	--- Current Candidate ---				--- Year to Date ---				
				10/01/2016 - 12/31/2016		01/01/2016 - 12/31/2016						
				# Eligible	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed	
US28-402000	VA - GLOBAL HEALTH COLLEGE - ADN (US28-402000)	ALEXANDRIA	01/2016	0	0	0	0.00%	1	0	100.00%		
			04/2016	2	0	2	0.00%	24	14	58.33%		
			05/2016	0	0	0	0.00%	1	0	0.00%		
			08/2014	0	0	0	0.00%	1	0	0.00%		
			08/2016	13	10	3	76.92%	13	10	76.92%		
			08/2015	0	0	0	0.00%	3	0	0.00%		
			11/2016	1	0	1	0.00%	1	0	0.00%		
			12/2015	0	0	0	0.00%	30	21	70.00%		
			12/2016	0	0	0	0.00%	2	1	50.00%		
			Total:			16	10	6	62.50%	47	29	61.84%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - GLOBAL HEALTH COLLEGE - ADN (US2840200)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018			04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			10/01/2018 - 12/31/2018			Total		
			Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate
VA - GLOBAL HEALTH COLLEGE - ADN (US2840200)	ALEXAN DRIA	04/2017	3	2	66.67%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	2	66.67%
		04/2018	0	0	0.00%	0	0	0.00%	8	8	100.00%	0	0	0.00%	8	8	100.00%
		07/2017	0	0	0.00%	1	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	0.00%
		08/2017	6	2	33.33%	1	0	0.00%	2	1	50.00%	0	0	0.00%	9	3	33.33%
		08/2018	0	0	0.00%	0	0	0.00%	0	0	0.00%	10	7	70.00%	10	7	70.00%
		09/2018	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	3	100.00%	3	3	100.00%
		11/2016	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	0.00%	1	0	0.00%
		12/2016	1	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	0.00%
		12/2017	7	6	85.71%	2	1	50.00%	0	0	0.00%	0	0	0.00%	9	7	77.78%
		Total		17	10	58.82%	4	1	25.00%	10	9	90.00%	14	10	71.43%	46	30

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
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**Report 4 Year to Date -- Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (VBN)
VA - NORFOLK STATE UNIVERSITY - ADN (US28-408-400)

Exemption Program Code	Education Program	Jurisdiction Program City	Candidate Expiration Date	-- Current Quarter --				-- Year to Date --					
				10/01/2016 - 10/31/2016	11/01/2016 - 11/30/2016	12/01/2016 - 12/31/2016	Total	Delivered	Passed	Failed	% Passed	Delivered	Passed
US28-408-400	VA - NORFOLK STATE UNIVERSITY - ADN (US28-408-400)	NORFOLK	05/2014	1	0	1	0	1	0.00%	1	0	1	0.00%
			07/2011	0	0	0	0	0	0.00%	1	0	1	0.00%
			12/2013	0	0	0	0	0	0.00%	1	0	1	0.00%
			12/2014	0	0	0	0	0	0.00%	1	0	1	0.00%
Total:				1	0	1	0	0.00%	4	0	4	0.00%	

**Report 4 -- Jurisdiction Program Summary of all First-Time
Candidates Licensed in All Jurisdictions**



NCSBN Confidential

VA - NORFOLK STATE UNIVERSITY - ADN (US28408400)

NCLEX-RN

NCLEX Education Program City	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017				Total	
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Passed	Total Failed
VA- NORFOLK STATE UNIVERSIT Y - ADN (US2840840 0)	NORFO LK	07/2014	2	1	1	50.00%	1	1
	Total		2	1	1	50.00%	1	1



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - NORFOLK STATE UNIVERSITY - ADN (US28408400)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2018 - 06/30/2018		Total		% Pass Rate	Total Failed	% Pass Rate
			Total Passed	Total Failed	Total Passed	Total Failed			
VA - NORFOLK STATE UNIVERSITY - ADN (US28408400)	NORFOLK LK	12/2013	1	0	1	0	0.00%	1	0.00%
	Total		1	0	1	0	0.00%	1	0.00%



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2016 to 31 Dec 2016

NCSBN Confidential

Virginia Board of Nursing (VBN)
VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)

Education Program Code	Education Program	Education Program City	Jurisdiction Date	-- Recent Quarter -- 10/01/2016 - 12/31/2016				-- Year to Date -- 01/01/2016 - 12/31/2016			
				# Delivered	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed
US28400500	VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)	FRANKLIN	05/2016	1	0	1	0.00%	26	19	7	73.08%
			11/2016	0	0	0	0.00%	1	1	0	100.00%
Total:				1	0	1	0.00%	27	20	7	74.07%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions

NCSBN Confidential



VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2017 - 06/30/2017			07/01/2017 - 09/30/2017			Total					
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)	FRANKLIN	05/2017	14	13	1	92.86%	8	4	4	50.00%	22	17	5	77.27%
	Total		14	13	1	92.86%	8	4	4	50.00%	22	17	5	77.27%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



NCSBN Confidential

VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)

NCLEX-RN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2018 - 06/30/2018			07/01/2018 - 09/30/2018			Total		
			Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate	Total Delivered	Total Passed	% Pass Rate
VA - PAUL D CAMP COMMUNITY COLLEGE - ADN (US28400500)	FRANKLIN	05/2018	16	14	87.50%	12	8	66.67%	28	22	78.57%
	Total		16	14	87.50%	12	8	66.67%	28	22	78.57%



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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Jay P. Douglas, RN, MSM, CSAC, FRE
Executive Director

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MEMORANDUM

To: Education Informal Conference Committee

From: Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Jacquelyn Wilmoth, R.N., M.S.N.
Nursing Education Program Manager

Date: February 25, 2019

Subject: 2018 NCSBN NCLEX State and National Pass Rates

Attached is information regarding the 2018 NCLEX pass rates for first time test takers for Virginia and the National pass rate for practical nursing programs and registered nursing programs by type of program.

NCLEX-PN Pass Rates for 2012-2018		
Year	Virginia	National
2018	84.15%	85.93%
2018	80.50%	83.84%
2016	78.76%	83.73%
2015	79.25%	81.89%
2014	79.21%	82.16%
2013	78.89%	84.63%
2012	74.97%	84.23%
*Source: NCSBN NCLEX Year End Report		

NCLEX-RN Pass Rates for 2012-2018 (All Types of RN Programs Combined)		
Year	Virginia	National
2018	91.37%	88.30%
2017	89.16%	87.11%
2016	86.87%	84.57%
2015	87%	84.53%
2014	82.90%	81.78%
2013	83.06%	83.04%
2012	90.43%	90.34%
*Source: NCSBN NCLEX Year End Report		

NCLEX-RN Pass rates for 2012-2018 (by program type)									
Year	Diploma		National	Associates		National	Bachelors		National
	Tested	Passed		Tested	Passed		Tested	Passed	
2018	N/A		N/A	2130	1911	89.72%	2095	1923	91.58%
2017	21	18	90.23%	1818	1575	86.6%	2055	1879	90.04%
	85.71%			86.6%			91.4		
2016	51	45	88.24%	1864	1592	85.41%	1963	1732	87.8%
			86.30%			81.68%			88.23%
2015	76	72	94.74%	2011	1708	84.49%	1884	1675	87.49%
			85.77%			82%			88.9%
2014	86	71	82.55%	86	71	79.26%	1809	1553	84.93%
			83.28%			83.26%			84.93%
2013	193	165	85.49%	2156	1763	81.77%	1700	1435	84.41%
			83.42%			81.42%			85.18%
2012	292	276	94.5%	2013	1794	89.12%	1573	1435	91.23%
			91.18%			89.32%			91.60%
*Source: NCSBN NCLEX Year End Report									



COMMONWEALTH of VIRGINIA

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February 13, 2019

Deanne W. Mullins, RN
Program Director/Primary Instructor
Grace Health & Rehab of Greene County
355 William Mills Drive
Stanardsville, VA 22973

RE: Request to Establish a Hybrid Nurse Aide Education Program

Dear Ms. Mullins:

This letter is sent as notification that the Education Informal Conference Committee of the Virginia Board of Nursing will consider the request to establish a hybrid nurse aide education program at Grace Health & Rehab of Greene County, Stanardsville. The committee will meet at 9:00 a.m. on March 6, 2019 at Perimeter Center, 9960 Mayland Drive, Suite 201, Board Room 1, in Henrico.

In an effort to facilitate a more complete review of educational programs, the Board of Nursing has established the procedure which is reflected in this letter. This allows for a careful review of each request, the opportunity for you to be present, if you wish, and for you to participate in the process with the Committee.

While your attendance is not required, you may be present when the program is considered by the Committee. Attending the meeting will give you the opportunity to make comments about the request and respond to questions from the Committee. Questions from the Committee that cannot be answered by the material provided may result in a deferral of the Board's decision in the absence of a representative from the program. Please let us know by February 25, 2019 if you plan to be present.

After the Committee reviews the report, the Committee will develop a recommendation for presentation to the Board at its meeting on March 19, 2019.

The Committee will make one of the following recommendations to the Board:

To grant the request; or
Request additional information; or
To deny request.

The Board of Nursing will take action on the recommendation from the Committee. The procedure is consistent with the Board of Nursing Laws and Regulations and the Virginia Administrative Process Act in that it provides for an informal conference for the initial decision while allowing for the Board or a panel thereof to consider the matter in a formal hearing if agreement is not reached informally.

In any instance where an adverse recommendation is accepted by the Board of Nursing, within thirty-three (33) days of the date of the order/action, the program director may request a formal hearing before the Board or a panel thereof, in accordance with Virginia Code §2.2-4020 and §54.1-2400 (11).

Please contact me if you have any questions.

Sincerely,

Paula B. Saxby, R.N., Ph.D.

Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

Cc: Education IFC Committee
Nancy Burandt, LNHA



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

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MEMORANDUM

To: Education IFC Members

From: Paula B. Saxby, R.N., Ph.D.

Date: February 25, 2019

Subject: Grace Health and Rehab of Greene County
Application to Establish a "hybrid" Nurse Aide Education Program

Attached is the original application for the above program to offer a "hybrid" nurse aide education program that was submitted in December 2018. It is considered a "hybrid" program due to the online delivery of the nurse aide curriculum, and the skills lab availability, and direct client care clinical experience.

Board staff have reviewed the application and had some questions about the way they were going to deliver the program and who was in charge of the program. Included, is the letter that was sent to the program from Board staff dated January 24, 2019 asking for clarification. There is additional information that was submitted by the program (date stamped February 7, 2019) to address the questions referred to in the January 24, 2019 letter.

Board Action may be one of the following:

1. Approve the application to establish a "hybrid" nurse aide education program;
2. Approve the application pending additional information from the program documenting compliance with Board requirements; or
3. Denial the application to establish a "hybrid" nurse aide education program.

February 5, 2019

Paula Saxby RN PhD
Deputy Executive Director
Virginia Board of Nursing
Perimeter Center
9960 Maryland Drive
Suite 300
Henrico, Virginia 23233-1463

RE: GRACE HEALTH AND REHAB OF GREENE COUNTY NURSE AIDE EDUCATION APPLICATION

Dear Dr. Saxby;

Enclosed you will find all of the application materials for Grace Health and Rehab's nurse aide education program. The documents included in this package are:

1. Application
2. Organizational Chart
3. Contract with Straightaway Health Careers
4. Syllabus
5. Schedule
6. Navigating guidelines

Additionally, an electronic copy was sent to both you and Ann Hayes. I appreciate your patience and assistance in this process which, at times, has been difficult to navigate. If you require any further information, please do not hesitate to contact me. Thank you again.

Sincerely,

Deanne W. Mullins RN

Deanne W Mullins RN
Program Director/Primary Instructor
Grace Health and Rehab Nurse Aide Education Program
355 William Mills Drive
Stanardsville, Virginia 22973
Mobile - 434-953-6016
Office - 434-985-4434
dmullins@greencountyschools.com

355 William Mills Drive
Stanardsville, VA 22973

p 434.985.4434
f 434.985.2499

www.gracchc.com

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HEALTH PROFESSIONS
BOARD OF NURSING
Perimeter Center
9960 Mayland Drive, Suite 300
Richmond, Virginia 23233-1463
(804) 367-4639**

**Application to Establish A Nurse Aide Education Program
(Please type)**

1. Name and Address of Program Provider:

Agency: Grace Health and Rehab of Greene County

Street: 355 Williams Mills Drive

City: Stanardsville, VA 27519

(Zip Code)

Phone Number: (434) 985-4434
(Area Code)

e-mail Address:

Administrative Officer of the Program: Deanne Mullins, RN
Name Title

Program Coordinator (Must be a Registered Nurse): Deanne Mullins, RN

2. General Program Elements:

Program Title: Grace Health and Rehab of Greene County

Beginning Date of First Class: Upon approval by the Board of Nursing

Frequency of program offering: Quarterly

Maximum number of learners in each program session: 10

Hours: Total 133.5 ; Classroom (including Core Hours and Skills Lab) 93.5; Clinical 40

Faculty to learner clinical ratio: 1:10 (max)

Nursing facility based (licensed nursing home or Medicare/Medicaid certified skilled or intermediate care facility/unit): Yes No

Financial support and resources sufficient to meet the Board of Nursing Regulations: The Grace Health and Rehab of Greene County Nurse Aide Training program will be run/operated by Grace Health & Rehab of Greene County skilled nursing facility. It is owned and operated by Grace Healthcare Support Services, a privately-owned corporation consisting of 31 Skilled Nursing and Assisted Living Facilities. Grace Healthcare Support Services will provide financial backing to Grace Health & Rehab of Greene County to develop and conduct their Nurse Aide Training program. Grace Health & Rehab of Greene

County's mission is to make a positive impact on our residents, staff, and communities by investing in better recruitment, training, and support of our CNAs.

3.a. Clinical Resource(s) used for Clinical Learning Experiences of Students:

Name of Agency	Address	Type (licensed nursing home; Medicare/Medicaid certified units)
Grace Health & Rehab of Greene County	355 Williams Mills Drive, Stanardsville, VA 27519	Licensed Nursing Home

3.b. Have any of the above agencies used for clinical learning experiences of students been subject to penalty or penalties as provided in 42 CFR 483151(b)(2) (Medicare and Medicaid Programs, Nurse Aide Training and Competency Evaluation Programs, effective April 1, 1992) during the past two years? Yes _____ No

If "yes", state name of agency.

4. Learner Identification:

Briefly describe how learners are identified and recognizable to clients, visitors and staff when in the clinical setting.

All student will be provided with and required to wear a badge at all times in the facility that includes their name, the facility name, and their title "Nurse Aide Student"

5. Instructional Personnel:

A. Primary Instructor

1. Name: Deanne Mullins, RN Virginia R.N. license number: 0001232409
or copy of Multi-State Privilege Compact License and number _____

2. List work experiences as a Registered Nurse for the past five years and RN experience in long term care at any time

in your RN career.

Dates From To	Employer, Address & Phone Number	Type Facility	Type Clients	Duties/Responsibilities
7/2017 to present	Greene County Public Schools 40 Celt Rd, Stanardsville VA 22973 (434)939-9000	Tech Ed Center	CNA Students	Program Director and Primary Instructor Nurse Aide Students
9/2016-8/2017	UVA Medical Center Charlottesville, VA	Acute Care	Critical Care	Staff Nurse Trauma, Burn, Surgery
8/2015-9/2016	UVA Continuum Home Health	Post-Hospital	Home Health	Case Manager

3. Competence to teach adults

a. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From To	School & Location	Course Title & Description	Clock Hours	Credit Hours C.E.U.S.
09/28/17- 09/29/2017	VACE Training	Train the Trainer for Nurse Aide Instructors	10	10

b. Experience in teaching adult learners within the past five years.

Dates From To	Adult Learner Population(s) Taught	Agency & Location	Duties
07/2017- present	Nurse Aide Students	Greene County Public Schools 40 Celt Rd, Stanardsville VA 22973 (434)939-9000	Primary Instructor Program Coordinator

* The primary instructor's role in the Grace Health & Rehab of Greene County Nurse Aide Training program will be as follows:

1. Per the training program schedule, the instructor will be present in the classroom with students during the orientation on the first day (2 hours allotted).
2. The student will then complete the theory portion of course on their own time, per the schedule guidelines. The instructor will spend approximately one hour per day during the theory portion to oversee the student's progress. This may include any of the following duties: 1) checking student progression in the course through the CNA Edge Learning Management System dashboard 2) monitoring student's scores on section quizzes, 3) contacting students and/or scheduling time to meet with any students who require additional instruction based on poor progress or poor performance on quizzes. 3) running reports of general course progress and outcomes. 4) assisting students with any technical support needed to run the course.
3. The instructor will spend face-to-face time in the classroom with students during allotted laboratory times, and in the facility providing face-to-face clinical instruction to the students during the allotted clinical times, per the schedule.
4. The instructor will make herself available to students requiring make-up hours and/or requiring any additional instruction once the course is complete prior to the competency evaluation, to maximize student success.
5. As this is a hybrid program, coursework can be monitored 24/7 from any remote location. Additionally, since very little classroom instruction is required of this program as it is self paced, instructional time is minimal and will not conflict with Ms. Mullins's other commitments.

B. 1. Other Instructional Personnel (Registered Nurse)

a. Name: _____ Virginia R.N. license number: _____
 or a copy of Multi-State Privilege Compact License and number: _____

b. Direct patient care experience as an R.N. for the past five years.

Dates From To	Employer, Address & Phone Number	Direct Patient Care Experience

c. Competence to teach adults:

1. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From To	School & Location	Course Title & Description	Clock Hours	Credit Hours or C.E.U.S.

2. Experience in teaching adult learners within the past five years.

Dates From To	Adult Learner Population(s) Taught	Agency & Location	Duties

--	--	--	--

B. 2. Other Instructional Personnel (Licensed Practical Nurse)

a. Name: _____ Virginia L.P.N. license number: _____
 or a copy of Multi-State Privilege Compact License and number: _____

b. Direct patient care experience as an LPN for the past five years.

Dates From To	Employer, Address & Phone Number	Direct Patient Care Experience

e. Competence to teach adults:

1. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From To	School & Location	Course Title & Description	Clock Hours	Credit Hours or C.E.U.S.

2. Experience in teaching adult learners within the past five years.

Dates From To	Adult Learner Population(s) Taught	Agency & Location	Duties

--	--	--	--

B. 3. Other Instructional Personnel (Resource Personnel)

Name	Credential(s)	Role in Nurse Aide Program	Years of Experience in his/her field

6. Classroom Facilities:

Describe classroom facilities including conditions of comfort, safety, lighting, space and equipment. (Include audio-visual equipment, teaching models, manikins, bed, bedside unit, hand washing stations, etc.).

Grace Health & Rehab of Greene County (GHRGC) will be using the didactic Nurse Aide Training curriculum, CNA Edge. Students can complete this portion of the course independently via computer or mobile device. An instructor will monitor oversight of each student's progress (detailed information attached). They will be notified prior to course starts of the need for personal access to a computer or mobile device on which to complete the training and will be oriented to the course on the first day of the course, in the facility's conference room. Students must be present at the facility for all skills and clinical portions of training. There are 2 handwashing stations available to students in the lab space during skills practice and attached is a complete list of equipment to be available for laboratory training.

GHRGC has licensed CNA Edge for use in its course. Straightaway, the creators of CNA Edge, do not own or run the Nurse Aide Training program instead have provided courseware to deliver the students and instructor during the theory portion of the course. As part of the contract between Straightaway and GHRGC, Straightaway will conduct an implementation training for the instructor and any other pertinent staff of the program prior to course start. The training will ensure that the instructor is familiar with the materials and competent to run the Learning Management System on which the course is housed. Any technical issues students face will be first directed to the instructor. If the instructor cannot solve the issue she will submit a support ticket to Straightaway's Client Care Department. All tickets are addressed within a minimum of 24 hours, but average within 1 hour.

The Greene County Tech Center Nurse Aide Program (10415 Spotswood Trail, Standardsville, VA 22973) will serve as the dedicated laboratory space for skills practice and includes a projector, smartboard, 12 beds, 3 mannequins, handicap access, restrooms, lockers, 10 wheelchairs, desk with chairs, refrigerator/microwave available for use. This space will also be used for the student orientation portion of theory training. Students will have mandatory times to report to skills lab to meet with the Board of Nursing requirements.

Furthermore, students can make appointments with the instructor if additional time is desired in the lab. The skills lab will be open M-W-F from 1500 until 2100. Additional time can be afforded upon request and prior to board certification testing.

7. Records of Graduates' Performance:

a. Describe record keeping system for maintaining reports from the testing service of the overall (not individual) performance of graduates on the state approved competency evaluation and how frequently these reports will be reviewed with faculty and the curriculum adjusted as needed.

Electronic score reports from Pearson Vue will be printed and maintained in secure student records in a locked file in the Business Office at the facility. Collective scores will be reviewed by the Program Coordinator, Primary Instructor, and Administrator at each course end. At that time, the course outcomes will be reviewed by the Program Coordinator, Instructor, and Administrator and any adjustments needed to skills and clinical training and/or the course schedule will be determined and implemented prior to the next course. If there are specific changes desired within the CNA Edge course, GHRGC will notify Straightaway who will then work with the program to determine the feasibility of requested changes and provide the program with a timeframe for any changes to be made.

b. Briefly describe how skill records for individual graduates are maintained including providing a copy to graduates.

Skills will be monitored and recorded on the skills checklists (attached). A copy of each checklist will be placed in each student's file as well as copies given to students upon completion of the course.

8. Records of Disposition of Complaints:

Describe briefly the procedure and record keeping system used for showing disposition of complaints against the nurse aide education program

Students will be provided the attached policy outlining the student grievance procedure.

9. Curriculum Content: For each area of curriculum content listed below, please indicate the unit and page number in the topical outline or objectives where content is included.

* The following provides a Section, Unit, and Lesson number in which a topic is introduced in the course. However, due to the repetition that CNA Edge provides, there are multiple locations in which topics are presented. The space provided on this application is limited, therefore the attached document "CNA Edge Manual VA" includes a detailed crosswalk outlining where each Virginia BON regulations are located (pp 9-36)

	<u>Unit No. of Instruction</u>	<u>Page No. of Topical Outline</u>
1. Initial Core Curriculum (at least 16 hours).		
a. Communication & interpersonal skills.	Section 1	Lesson 1
b. Infection control.	Section 2	Lesson 4
c. Safety and emergency measures, including dealing with obstructed airways and fall prevention.	Section 1	Lesson 7
d. Promoting client independence.	Section 1	Lessons 2, 3, 5
e. Respecting clients' rights.	Section 1	Lesson 4, 5
2. Basic Skills.		
a. Recognizing changes in body functioning and the		

importance of reporting such changes to a supervisor.	Section 1	Lesson 3
	Section 2	Lessons 3 & 4
b. Measuring and recording routine vital signs.	Section 2	Lesson 2
c. Measuring and recording height and weight.	Section 3	Lesson 2
d. Caring for the clients' environment.	Section 1	Lesson 7
e. Measuring and recording fluid and food intake and output.	Section 5	Lesson 3
	Section 6	Lesson 6
	Section 8	Lesson 2
f. Performing basic emergency measures.	Section 1	Lesson 7
g. Caring for client when death is imminent.	Section 7	Lesson 8
3. Personal Care Skills.		
a. Bathing and oral hygiene.	Section 4	Lesson 3
	Section 6	Lesson 4
b. Grooming.	Section 4	Lesson 3
c. Dressing.	Section 6	Lesson 7
d. Toileting.	Section 3	Lesson 6
	Section 6	Lesson 4
e. Assisting with eating and hydration including proper feeding techniques.	Section 5	Lesson 3
	Section 6	Lesson 6
f. Caring for skin, to include prevention of pressure ulcers.	Section 5	Lesson 6
	Section 6	Lesson 5
g. Transfer, positioning and turning.	Section 2	Lesson 6
	Section 7	Lesson 6

(Curriculum content continued, # 9)

	<u>Unit No. of Instruction</u>	<u>Page No. of Topical Outline</u>
4. Individual Client's Needs Including Mental Health and Social Service Needs.		
a. Modifying the aide's behavior in response to behavior of clients.	Section 7	Lesson 3
b. Identifying developmental tasks associated with the aging process.	Section 1	Lessons 3, 4
c. Demonstrating principles of behavior management by reinforcing appropriate behavior and causing inappropriate behavior to be reduced or eliminated.	Section 7	Lesson 2, 3
	Section 4	Lesson 1
d. Demonstrating skills supporting age appropriate behavior by allowing the client to make personal choices, and by providing and reinforcing other behavior consistent with clients' dignity.	Section 7	Lesson 3
	Section 4	Lesson 1
e. Utilizing client's family or concerned others as a source of emotional support.	Section 3	Lesson 8
f. Responding appropriately to client's behavior; including, but not limited to, aggressive behavior and language.	Section 7	Lesson 3, 4
g. Providing appropriate clinical care to the aged and disabled.	Section 1	Lesson 3
h. Providing culturally sensitive care.	Section 6	Lesson 7

5. Care of the Cognitively or sensory (visual and auditory) Impaired Client.

- | | | |
|---|------------------------|--------------------------------|
| a. Using techniques for addressing the unique needs
And behaviors of individuals with dementia
(Alzheimer's and others). | Section 4
Section 7 | Lesson 7
Lessons 1, 2, 4, 5 |
| b. Communicating with cognitively or sensory
impaired residents. | Section 7 | Lesson 2 |
| c. Demonstrating an understanding of and responding
appropriately to the behavior of cognitively or sensory
impaired clients. | Section 7 | Lessons 2, 3 |
| d. Using methods to reduce the effects of
cognitive impairment. | Section 7 | Lessons 2, 3 |

6. Skills for Basic Restorative Services.

- | | | |
|---|-------------------------------------|-------------------------------------|
| a. Using assistive devices in transferring, ambulation,
eating and dressing. | Section 5
Section 6
Section 6 | Lesson 7
Lesson 7
Lesson 6, 7 |
| b. Maintaining range of motion. | Section 5 | Lesson 4 |
| c. Turning and positioning, both in bed and chair. | Section 7 | Lesson 5,6 |
| d. Bowel and bladder training. | Section 7 | Lesson 7 |
| e. Caring for and using prosthetic and orthotic devices. | Section 6 | Lesson 7 |
| f. Teaching the client in self-care according to the client's
abilities as directed by a supervisor. | Section 2 | Lesson 6 |

7. Clients' Rights.

- | | | |
|---|-----------|--------------------|
| a. Providing privacy and maintaining confidentiality. | Section 1 | Lesson 4 |
| b. Promoting the client's right to make personal choices
to accommodate individual needs. | Section 1 | Lesson 5 |
| c. Giving assistance in resolving grievances and disputes. | Section 4 | Lesson 2 |
| d. Providing assistance necessary to participate in client
and family groups and other activities. | Section 3 | Lesson 6 (asset 8) |
| e. Maintaining care and security of the client's
personal possessions. | Section 1 | Lesson 7 |
| f. Promoting the resident's rights to be free from abuse,
mistreatment and neglect and the need to report any
instances of such treatment to appropriate staff. | Section 8 | Lesson 4, 5 |
| g. Avoiding the need for restraints in accordance with
current professional standards. | Section 4 | Lesson 7 |

**8. Legal and regulatory aspects of practice as a certified nurse aide,
including, but not limited to, consequences of abuse, neglect,
misappropriation of client property and unprofessional conduct.**

Section 1	Lesson 2, 4, 5
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9. Occupational health and safety measures.

Section 1	Lesson 7
Section 4	Lesson 2

10. Appropriate management of conflict.

Section 4	Lesson 2
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ATTACH TO THIS APPLICATION A DESCRIPTION OF THE PROGRAM INCLUDING:

1. Program Objectives. (attached)
2. Unit Objectives (stated in behavioral terms including measurable performance criteria). (attached in CNA Edge Manual)
3. Topical outline and sequence for each unit of instruction (attached lesson plans)
4. Classroom Schedule. (see lesson plan above)
5. Clinical Schedule. (see lesson plan above)
6. Teaching Methods. (see CNA Edge Manual)
7. Evaluation Methods (classroom and clinical). (see lesson plan above)
8. Learner Skill Record.
9. Proof of financial support and resources sufficient to meet Board of Nursing requirements.
10. Evidence of providing each student a copy of applicable law regarding criminal history checks for employment in certain health care facilities, and a list of crimes which pose a barrier to such employment. (included in lesson plans)
11. Copy of Business License and Building/Zoning Permit.
12. Copy of signed Agreement of Cooperation for clinical experience/site

I certify that the information in this application, including attachments, accurately represents the nurse aide education program for which approval by the Virginia Board of Nursing is being requested.

Deanne W. Mullins RN

Signature of Administrative Officer or Program Coordinator

Phone Number: _____ 434-953-6016 _____

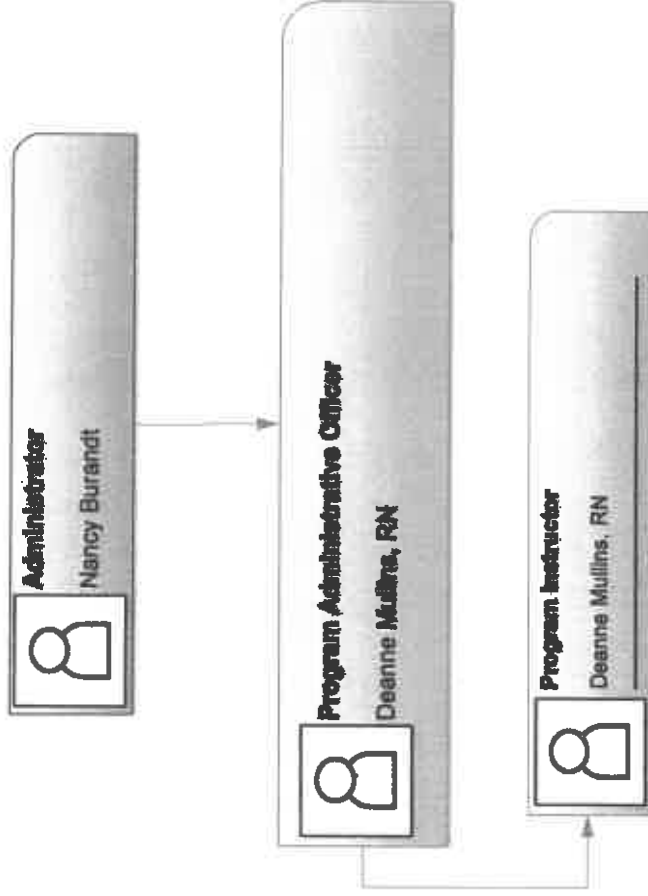
(Form may be copied)

Date: 11/30.2018

Revised November 2017

Email: dmullins@greencountyschools.com

Grace Health & Rehab of Greene County Nurse Aide Training Program Organizational Chart



Order Form and Master Services Agreement

Contact Information

Client: Grace Healthcare, LLC on behalf of the facilities listed herein

Name Ashley Wilson
Address 1 801 Broad Street
Address 2 Suite 300
City, ST, Zip Chattanooga, TN 37402
Phone (423) 424-1869
Mobile (423) 305-5355
Email ashleww@gracehc.com

Name Ashley Wilson
Address 1 801 Broad Street
Address 2 Suite 300
City, ST, Zip Chattanooga, TN 37402
Phone (423) 424-1869
Mobile (423) 305-5355
Email ashleww@gracehc.com

Product and Implementation Fees

	Product Description	Count	Rate	Annual Fee
<input checked="" type="checkbox"/>	CNA Edge: TRAINING - Host Site	7	\$ 12,000.00	84,000
<input checked="" type="checkbox"/>	CNA Edge: TRAINING - Satellite Site	2	\$ 6,000.00	12,000
<input checked="" type="checkbox"/>	CNA Edge: SUPPORT	9	\$ 1,000.00	Waived
<input checked="" type="checkbox"/>	CNA Edge: PREP	9	\$ 1,000.00	Waived
<input checked="" type="checkbox"/>	State Approval	Included	\$ 2,000.00	Waived
<input checked="" type="checkbox"/>	On site Orientation	Included	\$ 1,000.00	Waived
<input checked="" type="checkbox"/>	Remote Orientation	Included	\$ 500.00	Waived

1	Contract Term - Years	Subtotal per year	96,000
5/8/2018	Contract Effective Date	Initial Activation	-
6/30/2018	Contract Start Date (*RSRA)		
6/29/2019	Expiration Date	Total	\$ 96,000


Notes

*Contract start date is the sooner of June 30th, 2018 or the date upon which RSRA (respective state regulatory approval) has been granted. See Schedule A for additional terms of this agreement. Implementation fees will be waived for all Grace Healthcare, LLC locations.

Important Notice

The Master Services Agreement terms and conditions that are attached to this Order Form are part of this Agreement and will become legally binding upon the execution of this Agreement. By signing this Agreement, you acknowledge and agree that you have read, understood and agree to comply with all the terms and conditions contained within this Agreement.

Accepted By Straightaway Health Careers, LLC



Mike Mutka (May 8, 2018)
Approval Signature

Michael Mutka
Print Name

President
Title

Spencer Thomas
Representative
Date May 8, 2018

Accepted by Licensee


Ashley M. Wilson (May 8, 2018)
Client Signature

Ashley M. Wilson
Print Name

Director of Human Resources Support
Title

May 8, 2018
Date

Order Form and Master Services Agreement

Schedule A - Pilot with Opt-Out and Roll-Out

THIS Schedule A supplements and amends, effective as of April 26th, 2018 (the "Effective Date"), that certain Order Form and Master Services Agreement dated April 26th, 2018 (the "Order Form and Master Services Agreement") entered into between Grace Healthcare, LLC on behalf of the facilities listed herein ("Licensee") and Straightaway Health Careers, LLC ("SHC"). Any terms used but not defined in this Schedule A will have the meanings ascribed in the Order Form and Master Services Agreement.

- 1 **Pilot Period.** The parties hereby agree that the Services will initially be provided as part of pilot period for Licensee's Host Site and Satellite Site below (the "Pilot") during which Licensee will receive RSRA ("respective state regulatory approval") and commence Cohort 1 within 30 (thirty) days of receiving RSRA. Licensee shall submit applications for RSRA in Michigan, Florida and Virginia.

Host Site Soddy-Daisy Health Care
701 Sequoyah Road
Soddy-Daisy, TN 37379

Satellite Site Grace Healthcare of Decatur
332 River Road
Decatur, TN 37322

- 2 **Roll-out Phase 1.** Within 60 (sixty) days of the commencement of Cohort 1 at "Pilot" location, the parties hereby agree that the Services will be rolled out to Licensee's facilities located in Tennessee. SHC shall invoice Licensee after the RSRA is approved on a monthly basis for the Tennessee locations and Licensee shall have 45 days to make payment.

TN Facilities

Host Sites Grace Healthcare of Franklin
Raintree Manor

Satellite Sites Grace Healthcare of Whites Creek

Roll-out Phase 2. The parties hereby agree that the Services will be rolled out to Licensee's facilities located in Michigan, Florida and Virginia within 30 (thirty) days of RSRA. SHC shall invoice Licensee for these locations after RSRA is approved in the respective states on a monthly basis.

MI, FL, VA Facilities

Host Sites Grace of Douglas (MI)
Riveridge Rehabilitation and Healthcare Center (MI)
Grace Healthcare of Lake Wales (FL)
Grace Health and Rehabilitation Center of Greene County (VA)

- 3 **Opt-Out.** Licensee shall be entitled to forego the planned roll-out as outlined above by providing written notice of such decision on or before June 30, 2018. Upon opting out Licensee shall be responsible to continuing paying the annual fees for the pilot facilities on a monthly basis.
- 4 Should any host site become ineligible to deliver the CNA Edge training, due to regulatory survey results, the facility must notify Straightaway Health Careers with supporting documentation to suspend services indefinitely; including any affected Satellite Site. All Satellite sites, affected by Host Site Ineligibility, have the option to evaluate and determine eligibility, or feasibility, to become a host site. Any affected Host site has the option to evaluate and determine feasibility to become a Satellite site. If elected, the mutually exclusive options of transition will go into effect for the remainder of the original agreement term.
- 5 Except as amended by this Addendum, all of the terms, conditions and covenants of the Order Form and Master Services Agreement shall remain in full force and effect. Any inconsistencies between this Schedule A and the Order Form and Master Services Agreement shall be governed by this Schedule A.

IN WITNESS WHEREOF, each party hereto, by its representative, has executed this Schedule A as of the above written Schedule A Effective Date, and such party and its representative warrant that such representative is duly authorized to execute and deliver this Schedule A for and on behalf of such party.

Straightaway Health Careers, LLC


Mike Mutka | May 8, 2018
Signature

May 8, 2018
Date

Grace Healthcare, LLC on behalf of the facilities listed herein


Ashley M. Wilson | May 8, 2018
Signature

May 8, 2018
Date

MASTER SERVICES AGREEMENT

1. SERVICES.

1.1 Generally. Straightaway will provide to Client Subscription Services described in one or more document(s), regardless of name, (each, an "Order Form") executed by the parties, including providing software as a service (collectively, the "Services"). This Agreement shall apply to all of the Services from the Effective Date, whether or not an Order Form has been executed.

1.2 Order Forms. Each Order Form shall specify the Services to be performed, including subscription and other supplemental terms, the fees to be paid by Client and other business terms. In the event of a conflict between the terms of this Agreement and the terms of an Order Form, the terms of this Agreement shall prevail unless an Order Form expressly provides that certain provisions therein shall control.

1.3 Control of Services. Straightaway may subcontract all or any portion of the Services from time to time; provided, however, that Straightaway shall remain responsible hereunder to Client for performance of all such Services. Client hereby grants to such subcontractors all licenses, rights and authorizations granted to Straightaway in connection with this Agreement.

1.4 Straightaway Property. Notwithstanding anything to the contrary in this Agreement, Straightaway retains all right, title and interest, in and to any and all property (including, but not limited to, any software, course content, learning management systems or other intellectual property) owned, leased, or licensed by Straightaway in connection with the Services. After termination or expiration of an applicable Order Form or this Agreement, Client shall, at request of Straightaway, certify that Client has removed all Straightaway property from all Client systems.

2. CLIENT COOPERATION.

Client shall cooperate with Straightaway in the performance of the Services, including, without limitation, by providing Straightaway with: (i) access to and support of qualified personnel; and (ii) accurate, reliable and timely information required by Straightaway for the performance of the Services ("Client Data"). Client warrants that it has all necessary rights or approvals for Straightaway to use or access all Client Data in connection with the performance of the Services. Client shall be responsible for the performance of its employees and agents, and acknowledges that any failure or delay in providing such cooperation or Client Data may impact the delivery of the Services.

3. INTELLECTUAL PROPERTY; SUBSCRIPTION SERVICES.

3.1 Grant of Use. Subject to the terms of the Agreement, Straightaway grants to Client the right to access and use the LMS and all content described in the Order Form, solely

for its internal business purposes and solely in connection with the personal training and education of Users.

3.2 Straightaway Technology. Straightaway has created, acquired or otherwise has rights in, and may, in connection with the performance of the Services hereunder, employ, provide, modify, create, acquire or otherwise obtain rights in, various data, technology, methods and methodologies, processes, know-how, ideas, techniques, models, templates, algorithms, development tools, software code, documentation, tools, software and interfaces, utilities and routines, and logic, coherence and methods of operation of systems (collectively, the "Straightaway Technology"). All rights not expressly granted in this Agreement are reserved by Straightaway and its clients.

3.3 Ownership. Straightaway and its clients shall retain sole and exclusive ownership of, and all rights, title, and interest in, any courses, course materials, learning management systems (including the Straightaway Learning Management System (the "SLMS")), content or websites provided by Straightaway to Client in connection with the Services (the "Straightaway Resources"), in any form or medium. Straightaway shall retain and shall own exclusively all right, title and interest in and to all Straightaway Technology and derivative works thereof and all intellectual property rights inherent therein or appurtenant thereto.

3.4 License. Subject to Client's performance of all of its material obligations under this Agreement (including full payment of amounts due to Straightaway under this Agreement), Straightaway hereby grants to Client (i) a non-transferable, non-exclusive license to use the Straightaway Resources during the Term; and (ii) a non-transferable, non-exclusive, royalty-free license to use, solely in connection with Client's receipt of the Services, any Straightaway Technology contained in the Straightaway Resources.

3.5 Authorized Users. Client shall provide Straightaway with the required demographic data for all Users in the specified electronic format provided by Straightaway to complete the initial registration process. Periodic additions of Users, within the "Subscription Metrics" (as defined in section 4.2.), may be done manually or using the specified electronic format to bulk upload Users into the LMS. Client agrees not to activate and deactivate Users repeatedly as a method of keeping the number of Users within range of the Subscription Metrics stated in the Order Form. Straightaway will routinely monitor the system for patterns of activation/deactivation that are outside the range of what would be expected with normal use.

3.6 Acceptable Use. Client covenants that it will not sublicense, disclose, display, copy, distribute or use the Straightaway Technology for any other purpose than that described herein and will hold in strict confidence the Straightaway Technology. Neither Client, nor any third party, shall modify, adapt, translate, prepare derivative works from, decompile, reverse engineer, or, if applicable, otherwise attempt to derive the source code from the Straightaway Technology.

disclosure of same or becomes generally known to the public after such date through no breach of this Agreement or any other obligation of confidentiality; (ii) was known by the party receiving such information under this Agreement (the "Receiving Party") without any obligation to hold it in confidence at the time of disclosure; (iii) is received by the Receiving Party after the date of disclosure by the other party (the "Disclosing Party") hereunder from a third party without imposition, knowledge or breach of any obligation of confidentiality; (iv) is independently developed by the Receiving Party after the date of disclosure by the Receiving Party without access to Confidential Information of the Disclosing Party; or (v) is approved for release by written authorization of the Disclosing Party.

6. WARRANTIES.

6.1 Each party represents and warrants that it has the legal power and authority to enter into this Agreement.

6.2 Each party represents and warrants that it shall perform its responsibilities under this Agreement in a manner that does not infringe, or constitute an infringement or misappropriation of, any patent, invention, trade secret, copyright, trademark or other proprietary right of any third party.

6.3 Each party represents and warrants that it shall perform its obligations in a manner that complies, in all material respects, with all statutory and regulatory requirements applicable to their respective businesses.

6.4 THE LIMITED WARRANTIES SET FORTH IN THIS AGREEMENT ARE EXCLUSIVE AND ARE IN LIEU OF ALL OTHER WARRANTIES AND CONDITIONS, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE WITH RESPECT TO THE SERVICES, OR AS TO THE RESULTS WHICH MAY BE OBTAINED THEREFROM, AND ALL IMPLIED WARRANTIES AND CONDITIONS OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE EXPRESSLY DISCLAIMED.

7. INDEMNIFICATION.

7.1 Indemnity by Straightaway. Straightaway shall indemnify, defend and hold harmless Client and its officers, directors and agents, and their respective successors and permitted assigns from and against any and all losses, liabilities, damages and claims and all related costs and expenses, including reasonable legal fees and disbursements and costs of investigation (collectively, "Losses"), incurred by such indemnitee arising out of or in connection with any third-party claims of infringement or misappropriation of any patent, invention, trade secret, copyright, trademark, or other proprietary rights alleged to have occurred because of systems, software or other resources provided to Client by Straightaway hereunder ("Straightaway Provided Systems") or based upon their use by Client, other than claims arising out of any combination, operation or use of Straightaway Provided Systems with systems, software or other resources not provided by Straightaway if combined, operated or used in a manner other than that to which the parties have agreed.

7.2 Indemnity by Client. Client shall indemnify, defend and hold harmless Straightaway and its officers, directors and agents, and their respective successors and assigns from and

against any and all Losses incurred by such indemnitee arising out of or in connection with (i) any act or omission of any User, and (ii) any third-party claims of infringement or misappropriation of any patent, invention, trade secret, copyright, trademark, or other proprietary rights resulting from the use of any Client Data by Straightaway in the performance of the Services, other than claims based upon or arising out of any combination, operation or use of Client Data with systems, software or other resources not provided by Client if combined, operated or used in a manner other than that to which the parties have agreed.

7.3 Indemnification Procedures. The party seeking indemnification under this Agreement (the "Indemnified Party") shall notify the other party (the "Indemnifying Party") promptly after the Indemnified Party receives notice of a claim for which indemnification is or may be sought under this Agreement, provided, however, that no failure to so notify the Indemnifying Party shall relieve the Indemnifying Party of its indemnification obligations under this Agreement except to the extent that it is materially prejudiced by such failure. The Indemnifying Party will have the right to control, in a manner not adverse to the Indemnified Party, the defense and settlement of any claim using counsel reasonably acceptable to the Indemnified Party. The Indemnified Party may employ counsel, at its own expense, with respect to any such claim (provided that if counsel is employed due to a conflict of interest or because the Indemnifying Party does not assume control of the defense, the Indemnifying Party will bear such expense). The Indemnifying Party will not enter into any settlement of a claim that affects the Indemnified Party's rights or interests without the Indemnified Party's prior written approval.

7.4 Exclusive Remedy. The indemnification rights of the Indemnified Party under this Agreement shall be the exclusive remedy of the Indemnified Party with respect to the claims to which such indemnification relates.

8. LIMITATION OF LIABILITY.

8.1 Direct Damages. Notwithstanding anything in this Agreement to the contrary, the maximum aggregate amount of Straightaway's liability hereunder for any and all Losses, damages and other similar amounts payable by Straightaway (whether or not paid by Straightaway) and arising in connection with an Order Form shall equal on a cumulative basis, as of any date, seventy-five percent (75%) of the total fees paid pursuant to such Order Form in the twelve (12) months immediately preceding the event giving rise to the first such claim.

8.2 Consequential Damages. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL EITHER PARTY OR ITS AFFILIATES BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, INDIRECT, SPECIAL, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, LOST PROFITS (EXCEPT ON STRAIGHTAWAY'S FEES FOR SERVICES), BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION OR OTHER PECUNIARY LOSS, AND INCLUDING ANY OF SUCH ALLEGED TO RESULT FROM SUCH PARTY'S EXERCISE OF ITS RIGHTS UNDER THIS AGREEMENT, REGARDLESS OF WHETHER SUCH LIABILITY IS BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, BREACH OF

WARRANTIES, FAILURE OF ESSENTIAL PURPOSE OR OTHERWISE AND EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

9. TERM AND TERMINATION.

9.1 Term. This Agreement shall remain in effect from the Effective Date until the first anniversary thereof or until the expiration or termination of any outstanding Order Form hereunder, whichever is longer (the "Term"), unless earlier terminated in accordance with this Section 9. The term of any Order Form shall be as stated therein.

9.2 Subscription Services Term. The initial term of Subscription Services commences on the date specified in, and continues for the term set forth in, the Order Form. Following the end of the initial term, Subscription Services shall automatically renew for the same length as the initial term unless either party gives written notice at least sixty (60) days prior to the end of the initial term, or any renewal term, of its intention to terminate any of the Subscription Services. The pricing for the first twelve (12) months of any renewal term shall be provided by Straightaway in writing no less than sixty (60) days prior to the end of the initial term or any renewal term. The initial term and renewal term(s) are collectively referred to as the "Subscription Services Term".

9.3 Termination. Either Client or Straightaway may terminate an Order Form if the other party is in material breach or default of any obligation thereunder, which breach or default is not substantially cured within sixty (60) days of the giving of written notice of such breach.

9.4 Suspension or Termination for Nonpayment. In the event that Client fails to pay any material amount due Straightaway hereunder and does not cure such default within five (5) business days of being notified of such default, then Straightaway may, by giving written notice thereof to Client, at its discretion, suspend performance of the Services or terminate this Agreement, or the applicable Order Form, as of a date specified in such notice.

9.5 Effect of Termination. Without limiting the foregoing, Client's obligation to pay all amounts due and owing to Straightaway for all Services provided and expenses incurred as of the date of termination, and all costs and expenses related to any such expiration or termination, including any termination fees agreed upon in the Order Form, Sections 1.4, 3 to 9 and 12, and any provisions in an Order Form specified as surviving, shall survive any termination of this Agreement and termination or expiration of any Order Form.

10. NOTICES. All notices, authorizations, and requests in connection with this Agreement shall be deemed given on the day they are (i) deposited in the mails, postage prepaid, certified or registered, return receipt requested; or (ii) sent by air-express courier, charges prepaid; and addressed to the other party at the address stated in the preamble hereto

or any other such address as such party has designated in writing; or (iii) delivered by hand.

11. MISCELLANEOUS.

11.1 Assignment. Straightaway may assign this Agreement and any or all of its rights and obligations herein without Client's approval. Client may not assign or transfer this Agreement without Straightaway's prior written consent. This Agreement shall apply to, inure to the benefit of, and be binding upon the parties hereto and upon their permitted successors in interest and permitted assigns. Any purported transfer, assignment, encumbrance or delegation in contradiction of this paragraph shall be null and void and of no force or effect.

11.2 Applicable Law. This Agreement shall be governed in accordance with the laws of the State of New York, without regard to its conflict of laws principles. Any action of any kind by any party against another party arising as a result of this Agreement must be commenced within one (1) year from the date the right, claim, demand, or cause of action shall first accrue.

11.3 Entire Agreement; Severability/Waiver. This Agreement and the Order Forms constitute the entire agreement between Straightaway and Client, and merge all prior and contemporaneous communications, with respect to the Services provided hereunder. This Agreement can be modified only by a written agreement signed by both parties. If a court holds that any provision of this Agreement is illegal, invalid or unenforceable, the remaining provisions shall remain in full force and effect. No waiver of any breach of this Agreement shall be a waiver of any other breach, and no waiver shall be effective unless made in writing and signed by an authorized representative of the waiving party.

11.4 Independent Contractor. Each party shall act at all times as an independent contractor, and shall be responsible for any and all social security, unemployment, workers' compensation and other withholding taxes for any and all of its employees. Neither party shall have the authority to enter into any commitment on behalf of or otherwise bind the other party.

11.5 Force Majeure. Neither party shall be liable for any default or delay in the performance of its obligations hereunder if and to the extent such default or delay is caused, directly or indirectly, by: fire, flood, earthquake, elements of nature or acts of God; riots, civil disorders, rebellions or revolutions in any country; strikes, lockouts, or labor difficulties; any failure in electrical or air conditioning equipment; unavailability of parts; or any other similar cause beyond the reasonable control of such party. Any party so delayed in its performance shall promptly notify the other by telephone, confirm in writing, and describe at a reasonable level of detail the circumstances causing such delay.




Grace Healthcare, LLC_SHC Agreement.2

Adobe Sign Document History

05/08/2018

Created:	05/07/2018
By:	Spencer Thomas (spencer@straightawayhealth.com)
Status:	Signed
Transaction ID:	CBUC7BCAABAAqc88UKHcZqfekt1e1pzA3pUmnivBqEria

"Grace Healthcare, LLC_SHC Agreement.2" History

-  Document uploaded by Spencer Thomas (spencer@straightawayhealth.com) from Acrobat
05/07/2018 - 9:54:24 AM PDT - IP address: 69.245.16.46
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05/07/2018 - 9:55:03 AM PDT
-  Document viewed by Ashley M. Wilson (ashleyw@gracehc.com)
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-  Document e-signed by Ashley M. Wilson (ashleyw@gracehc.com)
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-  Document emailed to Mike Mutka (mike@straightawayhealth.com) for signature
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05/08/2018 - 2:49:36 PM PDT - IP address: 174.225.139.189
-  Document e-signed by Mike Mutka (mike@straightawayhealth.com)
Signature Date: 05/08/2018 - 2:51:22 PM PDT - Time Source: server- IP address: 170.171.10.49

Assignment in CNA Edge		Virginia Content		Objectives - Students will be able to do the following:		Teaching Methods	
DATE	Location	Content	18VAC90-26-110 Requirements for initial certification as a certified nurse aide	Understand course expectations	Understand how to be successful in course	Lecture	Discussion
Week 1 Day 1 2 theory hours	Classroom - Orientation	n/a Intro to course Review of course/syllabus Discuss online study expectations Discuss online study best practices Review Guidance Doc 90-55 and sign acknowledgement Facility tour Requirements to become a Nurse Aide in VA		Understand the impact of criminal activity on their ability to be employed as a CNA Be familiar with the facility and classroom			
Week 1 Day 2 1.5 theory hours	Student self- paced instruction	Section 1 Lessons 1-3 Introduction to the course structure and assets Introduction to the virtual faculty The role and responsibilities of the Nurse Aide Psychological, physical, and social changes of aging	18VAC90-26-40 A.8 18VAC90-26-40 A.4. b Identifying developmental tasks associated with aging process	Understand the course structure and how information is presented Gain familiarity with the presenters Understand the changes associated with aging		Self-paced - CNA Edge	

<p>Week 1 Day 3 1.5 theory hours</p>	<p>Student self- paced instruction</p>	<p>Section 1 Lessons 4-5</p>	<p>Maslow's Hierarchy of Needs HIPPA and Confidentiality Communication best practices with residents and their families Legal and Ethical responsibilities of a Nurse Aide Resident's Bill of Rights Elder Abuse</p>	<p>18VAC90-26-40 A.1.a Communication and interpersonal skills 18VAC90-25-140 A.8 Legal and regulatory aspects of practice 18VAC90-25-140 A.7.a Providing privacy and maintaining confidentiality 18VAC90-25-140 A.7.f Promoting the client's right to be free from abuse, mistreatment, and neglect 18VAC90-25-140 A.7.a-g Client's rights</p>	<p>Understand basic needs of residents Demonstrate effective communication with resident and families Understand legal and ethical responsibilities of Nurse Aides and their impact on practice Understand purpose of resident Bill of Rights Understand components of elder abuse and</p>	<p>Self-paced - CNA Edge</p>
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<p>Week 1 Day 4 1.5 theory hours</p>	<p>Student self-paced instruction</p>	<p>Section 1 Lessons 6-7</p>	<p>Common Roles in Long-term care Interdisciplinary Teams Purposes and goals of long-term care What to do in an emergency</p>	<p>18VAC90-26-40 A.1.c Safety and emergency procedures</p>	<p>Understand the different roles in long-term care and describe an interdisciplinary team Describe the purpose and goals of long-term care Describe the steps to take in an emergency</p>	<p>Self-paced - CNA Edge</p>
<p>Week 1 Day 5 1.5 theory hours</p>	<p>Student self-paced instruction</p>	<p>Section 1 Lessons 8-9</p>	<p>Test taking strategies Section 1 material overview</p>		<p>Have an understanding of all material presented in Section 1 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>

Orientation	2
Theory	6
Lab	0
Clinical	0

Perform the following proficiently

Evaluation Methods
Guidance Doc 90-55

	<p>Activity: A CMA's Role</p> <ol style="list-style-type: none">1) In most states, to become a CMA you must participate in a hands-on practicum, pass a multiple-choice exam, and: (check all that apply)2) Work, a fellow nursing assistant, handles you an assignment sheet and begins to review it with you. What should you do next?3) In person, a doctor gives you verbal orders for one of the resident's medical care. What should you do next? <p>Activity: Self Assessment</p> <ol style="list-style-type: none">1) I usually arrive 10-15 minutes early for work or school, because I want to make sure that I am prepared for the day. (Agree/Disagree)2) I always look neat, clean, and presentable when I go to work or a social function. (Agree/Disagree)3) When faced with a big project, such as an upcoming final exam (or planning a big event), I set goals, plan ahead, and break the project down into small and manageable chunks so I can get everything done on time. (Agree/Disagree)4) As a CMA, I will be able to clean up vomit, feces (poop), and urine (pee), because I know that keeping my patients clean is an important part of the job. (Agree/Disagree)5) Healthcare workers should only be responsible for taking care of the physical (not emotional) well-being of patients. (Agree/Disagree) <p>Activity: The Older Adult</p> <ol style="list-style-type: none">1) Most people will lose their mental capacity or become senile in their old age.2) An individual's physical abilities will most likely decline, as they age.3) An older adult's reactions may slow down, causing them to slip and fall more easily. This is due to changes in the:4) Many older adults need to urinate several times during the night because:5) Of the following choices, which are physical changes that take place in the circulatory system during the aging process?
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Activity: The Healthcare Team

- 1) Which of the following positions is responsible for the hiring and recruitment of CNAs?
- 2) A resident wants a change in the activities offered at your center. To whom should she request this change?
- 3) Which of the following nursing center staff members do registered nurses supervise? (Select all that apply)

Activity: Introduction to Procedures

- 1) What is the one thing that you must do before and after each procedure?
- 2) Which of the following steps should you take before performing a procedure? (Check all that apply)
- 3) Which of the following steps should you take AFTER performing every procedure: (check all that apply)

Activity: The Long-Term Care Environment

- 1) Which type of long-term health center provides 24-hour nursing care?
- 2) Medicaid provides financial assistance for health care costs. Individuals that are eligible for this program...
- 3) Which of the following is NOT part of the survey process of long-term care facilities?

Activity: Fire Safety and Disaster Planning

- 1) Of the following disaster guidelines, which one should you follow in all disasters?
- 2) Where should you aim when using an extinguisher to put out a fire?
- 3) Which of the following is not a potential fire hazard?

Activity: The Resident's Room

- 1) The following are all areas where residents need access to a call light except:
- 2) Which items should you avoid placing on top of the bedside stand or the overhead table? (select all that apply)

Activity: Practice Test 1A

- 1) What should a CNA do if he or she sees a small fire in an unoccupied patient room?
- 2) Before entering a patient's room, a CNA should:
- 3) What needs are found on the lowest level of Maslow's hierarchy of needs?
- 4) A patient's family asks the CNA caring for a loved one about the results of a recent blood test. What should the CNA say?
- 5) A patient is refusing to drink fluids even though he is beginning to show signs of dehydration (concentrated urine, headache, sunken eyes, low energy). What should the CNA do?
- 6) If a patient refuses treatment and the CNA performs this care on the patient anyway, what could happen to the CNA?
- 7) Which is NOT a reason why a CNA should refuse an assignment?
- 8) Which should the CNA NOT do as a healthcare professional?
- 9) While standing in the elevator, a CNA overhears his colleagues speaking about a resident's care. What is this a violation of?
- 10) How is residential nursing care paid for?
- 11) While helping a resident sip hot tea, the CNA slips and accidentally spills hot tea on the resident causing a burn. This is an example of:
- 12) A CNA falsely reports that one of his colleagues accepted an expensive gift from the family of a resident. This is an example of:
- 13) Which of the following is NOT a normal part of changes in all older adults?
- 14) When speaking with a resident, the CNA should NOT:

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DATE	Location	Assignment In CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods
Week 2 Day 1 1.5 hours	Student self-paced instruction	Section 2 Lesson 1	Admissions		Understand the admissions process and the CNA role in resident admissions	Self-paced - CNA Edge
Week 2 Day 2 1.5 hours	Student self-paced instruction	Section 2 Lesson 2	Vital Signs Physical Exam	18VAC90-26-40 A.2.b Measuring and recording vital signs 18VAC90-26-40 A.2.a Recognizing changes in body functioning	Understand the importance of vital signs in the care of the resident and the CNA's role in monitoring vital signs. Understand the CNAs role in assisting with the physical exam	Self-paced - CNA Edge

Week 2 Day 3 1.5 hours	Student self-paced instruction	Section 2 Lesson 3	Injuries, Surgery & Musculoskeletal Disorders Emergency care	18VAC90-26-40 A.2.a Recognizing changes in body functioning 18VAC90-26-40 A.1.c Safety and emergency, dealing with obstructed airways	How to provide emergency care and rescue breathing Gain an understanding of injuries, surgery, musculoskeletal disorders, and their treatment.	Self-paced - CNA Edge
Week 2 Day 4 1.5 hours	Student self-paced instruction	Section 2 Lesson 4	Wounds & Infection Control Part 1	18VAC90-26-40 A.1.b Infection control	Understand how to identify different types of wounds and how healthcare providers can help to prevent wounds in residents. Define Infection controls and it's purpose and understanding basics of handwashing	Self-paced - CNA Edge
Week 2 Day 5 1.5 hours	Student self-paced instruction	Section 2 Lesson 5	Infection Control Part 2	18VAC90-26-40 A.1.b Infection control	Understand ways to prevent the spread of infections in long-term care	Self-paced - CNA Edge
Priority	0					
Lab	0					
Critical	0					

Perform the following proficiently

Evaluation Methods

Activity: Admissions

- 1) Which of the following is information about a new resident that you should get from the nurse? (Select all that apply)
- 2) A person just admitted to the facility may have questions about. (Select the best choice)
- 3) Which of the following is your responsibility when admitting a new resident? (Select all that apply)
- 4) To make the resident comfortable, you should offer the resident and her family a beverage, help her unpack and display photos, or other personal touches to make the room feel more like home. (True/False)

Activity: Delegation Guidelines

- 1) The delegation process clarifies which of the following choices: (Select all that apply)
- 2) You may delegate tasks to which of the following?
- 3) If you are not sure how to perform a task that has been assigned to you, you should:
- 4) When a CNA refuses a task? (Select all that apply)

Activity: Vital Signs

- 1) What is the easiest and most common site for taking a person's pulse?
- 2) The three processes – breathing, heart function, and producing heat – are measured by which four vital signs?
- 3) Which of the following measurements should you report to the nurse? (Select all that apply)
- 4) Older people have lower body temperatures than younger people. True or False?
- 5) For most adults, what is the normal range for a resting pulse?
- 6) A patient with a systolic pressure over 140 and a diastolic pressure over 90 is defined as having:
- 7) Your patient has finished smoking a cigarette five minutes ago. Which method of measuring his temperature should not be used?

Activity: Processes in the Physical Exam

- 1) Your role in supporting the physical exam includes which of the following? (Select all that apply)
- 2) The nurse asks you to help her move a patient into the dorsal recumbent position. Choose the picture displaying this position.
- 3) Before the physical exam, what information is recorded?
- 4) Before a physical examination, you may be asked to:

<p>Activity: The Symptoms, Injury, and Care of Musculoskeletal Disorders</p> <ol style="list-style-type: none"> 1) Which of the following are care concerns and needs for someone who has had a joint replaced? (Select all that apply) 2) For people who have had hip replacement surgery, which of the following are things that they must NOT do? 3) A person with arthritis would have which of these symptoms in the affected joints? (Select all that apply) 4) A resident has just had joint replacement surgery. Which general approaches are used to treat the resident? (Select all that apply) 5) A resident suffers from osteoarthritis. Treatment for this includes: (Select all that apply) 6) What is a prosthesis? 	<p>Handwashing</p> <p>Activity: Types of Wounds</p> <ol style="list-style-type: none"> 1) A laceration is a: 2) Why should you pay special attention to wound care for elderly patients with chronic health conditions? (Select all that apply) 3) You can help prevent skin tears by: (Select all that apply) 4) A patient's wound has been healing for two weeks. What is this phase of healing called? <p>Activity: Infection Prevention Methods</p> <ol style="list-style-type: none"> 1) Preventable infections are a leading cause of death in long-term residential nursing care. True or False? 2) What is the difference between sterilized and disinfected? 3) What are the two goals of medical asepsis? (Select all that apply) <p>Activity: Identify Infection Risk and Signs to be Treated</p> <ol style="list-style-type: none"> 1) Which are signs that a wound is becoming infected? (Select all that apply) 2) If a wound drains, this signals that it is healing properly. True or False? 3) Drainage has a variety of appearances depending on how the wound is healing. Which type of drainage is a clear, watery fluid?
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Assignment in		Objectives - Students will be able to do the following:		Teaching Methods		
DATE	Location	CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods
Week 3 Day 1 1.5 hours	Student self-paced instruction	Section 2 Lesson 6	Positioning, Rehabilitative & Restorative Care Range of Motion	18VAC90-26-40 A.6.c Turning and positioning 18VAC90-26-40 A.6.f Teaching client self-care 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b Maintaining range of motion	Understand how to support rehabilitative and restorative care Gain an introduction to transfers and movement of residents to facilitate their daily activities and care Gain an introduction to Range of Motion	Self-paced - CNA Edge
Week 3 Day 2 1.5 hours	Student self-paced instruction	Section 2 Lesson 6 Continued	Positioning, Rehabilitative & Restorative Care	18VAC90-26-40 A.6.c Turning and positioning 18VAC90-26-40 A.6.f Teaching client self-care 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b Maintaining range of motion	Understand how to support rehabilitative and restorative care Gain an introduction to transfers and movement of residents to facilitate their daily activities and care	Self-paced - CNA Edge
Week 3 Day 3 1.5 hours	Student self-paced instruction	Section 2 Lessons 7-9	Bed Baths, Transfers, & Discharges Test taking strategies Section 2 material overview	18VAC90-26-40 A.3.a Bathing and oral hygiene 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b	Learn about restorative care and procedures associated with it. Understand basics of transfers Observe and understand a resident discharge process Have an understanding of all material presented in Section 2 and be prepared to take the end of section quiz.	Self-paced - CNA Edge
Week 3 Day 4 2 hours	SKILLS LAB on-site					In laboratory with instructor

<p>Week 3 Day 5 1.5 hours</p>	<p>Student self-paced Instruction</p>	<p>Section 3 Lesson 1-2</p>	<p>The Care Plan & Documentation Reporting & Recording Subjective and Objective Info Measuring Weight and Height Measuring Weight of a Non-Ambulatory Resident Measuring Weight of an Ambulatory Resident</p>	<p>18VAC90-26-40 A.11 Observational and reporting techniques 18VAC90-26-40 A. 2.c Measuring and recording height and weight</p>	<p>Understand the importance of documentation and effective communication in long-term care Gain an introduction to skills related to measuring weight and height</p>	<p>Self-paced - CNA Edge</p>
<p>Theory</p>	<p>Lab</p>	<p>Clinical</p>	<p>6</p>	<p>2</p>	<p>3</p>	<p>0</p>

Activity: The Nursing Process

Measuring Height and Weight

- 1) The health team is meeting to decide whether or not your patient, Mr. Grafton has met his care plan goals. Which step of the nursing process is this?
- 2) You have been asked to participate in a resident's care plan meeting as a CNA. Which step of the nursing process are you participating in?
- 3) You have been assigned to Frank Grafton. Before providing care, you read his care plan to identify necessary observations to report or record. Which step of the nursing process is this?

Activity: Documentation

- 1) Which of the following are reasons why health professionals document the care they provide to residents: (Select all that apply)
- 2) You have just measured how much fluid a patient drank at breakfast. Where would you document this information?
- 3) Progress notes should be written:

Activity: Subjective or Objective Information

- 1) Mrs. Johnson complains that her shoulders are stiff and painful. (Subjective or Objective?)
- 2) After his regular walk, Mr. Murado's breathing was rapid and shallow. (Subjective or Objective?)
- 3) Mrs. Valdez was in a bad mood after she took her medicine. (Subjective or Objective?)
- 4) On a pain scale from 0-10, Mr. Grafton reported that he felt pain in his lungs that was a 7. (Subjective or Objective?)
- 5) Mr. Grafton's blood pressure is 165/110. (Subjective or Objective?)

Activity: Reporting and Recording

- 1) You assisted a resident with his daily walk in the courtyard. How should you communicate the care you provided?
- 2) Mr. Gray says he is unable to get out of his dining chair without assistance. He was able to get out of bed independently this morning. How should you communicate this information?
- 3) How would you convert 4:00 PM to 24 hour time?
- 4) Ms. Diatio pressed her signal button because she was experiencing dizziness. You answered the call light at 8:35 AM. How would you record the time at which you responded in 24 hour time?
- 5) What is missing from the following written note? "Ms. Maroun ate 100% of breakfast at 0730 and had difficulty swallowing. Report this to Beth Tomlinson, RN."
- 6) What information is missing from the note below?
Ms. Shaheed Room 300 Bed B
Assisted Ms. Shaheed to the bathroom at 1125. Ms. Shaheed was experiencing difficulties having a bowel movement. Afterwards, there was some bright red liquid noted in the toilet. The liquid was left in toilet for the nurse to see.

**Measuring
Height and
Weight**

Activity: The Nursing Process

- 1) The health team is meeting to decide whether or not your patient, Mr. Grafton has met his care plan goals. Which step of the nursing process is this?
- 2) You have been asked to participate in a resident's care plan meeting as a CMA. Which step of the nursing process are you participating in?
- 3) You have been assigned to Frank Grafton. Before providing care, you read his care plan to identify necessary observations to report or record. Which step of the nursing process is this?

Activity: Documentation

- 1) Which of the following are reasons why health professionals document the care they provide to residents: (Select all that apply)
- 2) You have just measured how much fluid a patient drank at breakfast. Where would you document this information?
- 3) Progress notes should be written:

Activity: Subjective or Objective Information

- 1) Mrs. Johnson complains that her shoulders are stiff and painful. (Subjective or Objective?)
- 2) After his regular walk, Mr. Murray's breathing was rapid and shallow. (Subjective or Objective?)
- 3) Mrs. Valdez was in a bad mood after she took her medicine. (Subjective or Objective?)
- 4) On a pain scale from 0-10, Mr. Grafton reported that he felt pain in his lungs that was a 7. (Subjective or Objective?)
- 5) Mr. Grafton's blood pressure is 165/110. (Subjective or Objective?)

Activity: Reporting and Recording

- 1) You assisted a resident with his daily walk in the courtyard. How should you communicate the care you provided?
- 2) Mr. Gray says he is unable to get out of his dining chair without assistance. He was able to get out of bed independently this morning. How should you communicate this information?
- 3) How would you convert 4:00 PM to 24 hour time?
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Assignment in CNA Edge		Virginia Content		Objectives - Students will be able to do the following:	Teaching Methods
DATE	Location	Content			
Week 4 Day 1 1.5 hours	Student self-paced instruction	Section 3 Lesson 3 Respiratory system COPD Oxygen therapy safety and guidelines Deep breathing and coughing		Become familiar with the respiratory system and ways to support residents who suffer from respiratory disorders Understand oxygen therapy, settings, and safety guidelines	Self-paced - CNA Edge
Week 4 Day 2 1.5 hours	Student self-paced instruction	Section 3 Lesson 4-5 Supporting Cardiovascular Care Compression Stockings Supporting Care for Cancer Isolation Precautions Chain of Infection	18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.2.a Recognizing changes in body functioning	Understand the effects of cardiovascular disorders on residents and their signs and symptoms and care measures. Define isolation precautions and their use in long-term care Understand the chain of infection and transmission based precautions	Self-paced - CNA Edge
Week 4 Day 3 1.5 hours	Student self-paced instruction	Section 3 Lesson 6 Care for the Bedridden Resident Taking a Sputum Specimen Providing Mouth Care Denture Care Assisting with Elimination Assisting with Bedpan use Resident Dignity	18VAC90-26-40 A.7.a Providing privacy and confidentiality 18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A1.e Respecting client's rights 18VAC90-26-40 A.2.e Measuring and recording fluid and food intake and output 18VAC90-26-40 A.3.a Bathing and oral hygiene	Understand the complex nature of care for the bedridden residents and describe some of the care measures a CNA must employ. Gain an introduction to sputum specimens, mouth care, denture care, elimination, and bedpan use.	Self-paced - CNA Edge

<p>Week 4 Day 4 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 3 Lesson 6 continued</p>	<p>Care for the Bedridden Resident Taking a Sputum Specimen Providing Mouth Care Denture Care Assisting with Elimination Assisting with Bedpan use Resident Dignity</p>	<p>18VAC90-26-40 A.7.a Providing privacy and confidentiality 18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.1.e Respecting client's rights 18VAC90-26-40 A.2.a Measuring and recording fluid and food intake and output 18VAC90-26-40 A.3.a Bathing and oral hygiene</p>	<p>Understand the complex nature of care for the bedridden residents and describe some of the care measures a CNA must employ. Gain an introduction to sputum specimens, mouth care, denture care, elimination, and bedpan use.</p>	<p>Self-paced - CNA Edge</p>
<p>Week 4 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 3 Lesson 7-10</p>	<p>Hospice and Palliative Care Patient choice DNR Emergency and End of life Care Post-Mortem Care Working with Families Self-care Test Preparation and Section 3 Review</p>	<p>18VAC90-26-40 A.3.f Basic emergency measures 18VAC90-26-40 A.3.g Caring for client when death is imminent 18VAC90-26-40 A.4.e Utilizing the client's family for emotional support 18VAC90-26-40 A.7.b Promoting client's rights to make personal choices and to accommodate individual needs</p>	<p>Understand and define hospice and palliative care and their role in long-term care. Understand patient choice and dignity. Define the stages of grief Understand the importance of self-care Define DNR Understand post-mortem care Understand the family's role and how to rely on them for client support Have an understanding of all material presented in Section 3 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>

		Section 3 Lesson 7-10 continued				
Week 4 Day 6 2 hours	SKILLS LAB onsite					in laboratory with instructor

Theory	7.5
Lab	2
Clinical	0

Perform the following proficiently

<p>Evolution Methods</p> <p>Activity: The Respiratory System & Its Disorders</p> <ol style="list-style-type: none"> 1) One of the main functions of the respiratory system is the intake of _____ and the elimination of _____ from the body. 2) Which of the following respiratory disorders DO NOT have a cure? (Select all that apply) 3) Ms. Coughlin has an infection in her lung. One of the signs of the infection is that her lung is filled with fluid. What type of respiratory disorder does she have? 4) _____ is a sign of COPD & Pneumonia. It is a bluish or purplish discoloration of the skin caused by a lack of oxygen in the blood. 5) A person can have Tuberculosis (TB) but not exhibit any signs or symptoms. 	<p>Activity: The Cardiovascular System and Its Disorders</p> <ol style="list-style-type: none"> 1) Blood flows through the circulatory system to bring _____ to cells. 2) Frank Grafton has been diagnosed with Coronary Artery Disease (CAD). Based on this diagnosis, his care plan may include which of the following treatments? 3) A person who feels chest pain from reduced blood flow to the heart is experiencing which of the following: <p>Activity: Applying Compression Stockings</p> <ol style="list-style-type: none"> 1) What are some other names for compression stockings? (select all that apply) 2) You are assigned to apply pressure stockings to Mrs. Fung. When should you perform this procedure? 3) When applying anti-embolic stockings to a resident, check to make sure: (select all that apply) <p>Activity: Chain of Infection</p> <ol style="list-style-type: none"> 1) The chain of infection describes: 2) Which are the means of transmission of infectious diseases? (Select all that apply) 3) What are pathogens? 4) Standard precautions include: (Select all that apply) 5) What happens when the chain of infection is not broken? <p>Activity: Cancer and Transmission Based Precautions</p> <ol style="list-style-type: none"> 1) A tumor is a mass or clump of cells. _____ tumors are cancerous. 2) What happens when cancer cells metastasize? 3) Mr. Farina is on droplet precautions. What type of PPE must you use every time you enter his room or care setting? 4) Ms. Davis has been placed on contact precautions. What types of precautions should you take when providing care to this resident to prevent the spread of infection? (Select all that apply) <p>The information presented in this section will be evaluated during skills lab instruction</p>	<p>Sputum Specimen Mouth Care Denture Care Bedpans</p>
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The information presented in this section will be evaluated during skills lab instruction

*Bed baths
Transfers*

Activity: Grief and Legal Responsibilities at the End of Life

- 1) Mrs. Tavares has just been diagnosed with advanced breast cancer. When asked about her illness, she says that she doesn't want to learn about the disease - this may make her even more upset. What stage of grief is she experiencing?
- 2) When discussing his wife's recent terminal illness diagnosis, Mr. Allen is often rude to the health staff. He barks orders at them and is often heard saying, "It's not fair!" when discussing his wife's condition. Which stage of grief is he experiencing?
- 3) Residents are able to refuse care that may extend their lives.
- 4) A _____ is an advance directive that expresses a patient's preferred life-saving measures, such as feeding tubes, ventilators, and resuscitation, in a life-or-death situation.
- 5) Frank Grafton is in a deep discussion with an old friend, Sam. He asks you to come over. He then tells you he wants Sam to become his health care proxy. What should you do?

Activity: The Chain of Survival and Post-Mortem Care

- 1) Frank Grafton is in a deep discussion with an old friend, Sam. He asks you to come over. He then tells you he wants Sam to become his health care proxy. What should you do?
- 2) You notice a resident who shows signs and symptoms of having a heart attack. You notice that they have a do-not-resuscitate (DNR) bracelet on their wrist. What is the next step you should take?
- 3) Which of the following are signs of cardiac arrest? (select all that apply)
- 4) After you assist with postmortem care of the body, which of the following should you report? (Select all that apply)

Activity: Practice Test 3A

- 1) When performing oral care on an unconscious resident, a CNA must use:
- 2) If a resident can sit up, pivot, and get out of bed with little assistance but has difficulty reaching the bathroom, which device is the most appropriate to use for elimination?
- 3) Which is the proper safety technique for a CNA to use when cleaning a resident's dentures?
- 4) A resident receives oxygen therapy through a face mask. When should the face mask be removed?
- 5) Which of the following is an objective sign or symptom and can be directly observed by a CNA?
- 6) A pulse oximeter can be effective when attached to a person's:
- 7) When putting anti-embolism stockings on a patient, the CNA should:
- 8) Which intervention will NOT help a patient with edema?
- 9) If a patient is actively dying, how often should a CNA record his or her vital signs?
- 10) When a resident complains of chest pains, what should a CNA do?
- 11) Which device is used to transfer a resident from a bed to a stretcher?
- 12) Which of the following positions will assist a patient who has difficulty with deep breathing?
- 13) What is the expected order of the five stages of grief?
- 14) Which of the following is the goal of hospice care?
- 15) How should a CNA conduct oneself regarding a resident's religious beliefs?
- 16) A new resident is having difficulty getting dressed. The CNA helps the resident. Which document should the CNA use to record this information?
- 17) If a CNA makes a mistake recording a patient's temperature, what should he do to correct this notation?
- 18) Which of the following actions protects a resident's right to privacy?
- 19) After signing the consent forms for an upcoming invasive procedure, a patient has a few questions. What should the CNA say to the patient?
- 20) A CNA is assigned a comatose patient on a ventilator. The CNA has never provided care for a patient in this state. What should the CNA do?

Skills check off

Sputum Specimen
Mouth Care
Denture Care
Bedpans

DATE		Assignment in CNA Edge		Virginia Content		Objectives - Students will be able to do the following:		Teaching Methods	
DATE	Location	Section	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Objectives - Students will be able to do the following:	Teaching Methods	
Week 5 Day 1 1.5 hours	Student self-paced instruction	Section 4 Lesson 1-2	Challenging Patients HIV Resident Behaviors Mental Health Needs Defense Mechanisms Discrimination Grievances and Disputes The Immune System Blood Borne Pathogens PPE	18VAC90-26-40 A.1.a Communication and interpersonal skills 18VAC90-26-40 A.1.e Respecting Clients rights 18VAC90-26-40 AA.a. Modifying behavior in response to clients 18VAC90-26-40 A.4. c Identifying principles of behavior management 18VAC90-26-40 A.4.d Demonstrating skills supporting age-appropriate behaviors 18VAC90-26-40 A.4.f Responding to client behavior 18VAC90-26-40 A.7.c Assistance resolving grievances and disputes	Understand how to respond and manage difficult resident behavior Understand mental health needs of clients Understand discrimination and its effect on residents Understand how to handle complaints and grievances Gain and Introduction to PPE and donning/removing PPE	Self-paced - CNA Edge	Understand how to respond and manage difficult resident behavior Understand mental health needs of clients Understand discrimination and its effect on residents Understand how to handle complaints and grievances Gain and Introduction to PPE and donning/removing PPE	Self-paced - CNA Edge	
Week 5 Day 2 1.5 hours	Student self-paced instruction	Section 4 Lesson 3	Grooming Bathing and Showering Depression Hair care	18VAC90-26-40 A.3.b Grooming 18VAC90-26-40 A.3.a Bathing and oral hygiene 18VAC90-26-40 A.4.f Responding to client behavior 18VAC90-26-40 AA.a. Modifying behavior in response to clients 18VAC90-26-40 A.4. c Identifying principles of behavior management	Understand how appropriate grooming helps clients feel good Gain an Intro to bathing, showering, grooming, hair care, and shaving Describe signs and symptoms of depression and techniques for working with depressed residents.	Self-paced - CNA Edge	Understand how appropriate grooming helps clients feel good Gain an Intro to bathing, showering, grooming, hair care, and shaving Describe signs and symptoms of depression and techniques for working with depressed residents.	Self-paced - CNA Edge	

<p>Week 5 Day 3 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 4 Lessons 4-6</p>	<p>Immune System Infection Cycle Working with Combative Residents Mental Health Disorders Substance Abuse Suicide</p>	<p>18VAC30-26-40 A.1.b Infection control 18VAC30-26-40 A.4.f Responding to client behavior 18VAC30-26-40 A.4.a. Modifying behavior in response to clients 18VAC30-26-40 A.4. c Identifying principles of behavior management 18VAC30-26-40 A.10 Management of conflict</p>	<p>Understanding various mental health disorders and how to care for residents with them Describe techniques to work with combative or aggressive residents Define common mental health disorders and their symptoms Describe signs and symptoms of substance abuse Understand the immune system and cycle of infection and infection prevention and control in the facility</p>	<p>Self-paced - CNA Edge</p>
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<p>Week 5 Day 4 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 4 Lessons 7-9</p>	<p>Restraints and Resident Rights OBRA Legal Rights and Responsibilities Mild Dementia Test Prep and Review of Section 4</p>	<p>18VAC90-26-40 A.8 Legal and regulatory aspects of practice 18VAC90-26-40 A.5.a-d Care of the cognitively or sensory impaired client 18VAC90-26-40 A.7.f Promoting client rights 18VAC90-26-40 A.7.g Avoiding need for restraints</p>	<p>Understand common restraints and describe safe restraint use and avoidance of restraints Define OBRA Understand the CNA's legal responsibilities to report abuse or neglect Gain an Introduction to dementia and workign with clients with dementia Have an understanding of all material presented in Section 4 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>
	<p>Section 4 Lessons 7-9 continued</p>					

<p>Week 5 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 5 Lesson 1-2</p>	<p>Diabetes & Obesity The Endocrine system Culturally Diverse residents Hypothyroidism Hyperthyroidism Digestive System and Blood Glucose Management Digestive Disorders Blood Bugs Hyperglycemia and Hypoglycemia Noncompliant residents</p>	<p>18VAC90-26-40 A.4.g. Providing appropriate clinical care to aged and disabled 18VAC90-26-40 A.1.b Infection Control and Interpersonal skills 18VAC90-26-40 A.1.e Respecting Clients rights 18VAC90-26-40 A.2.a Recognizing changes in body functioning and reporting changes 18VAC90-26-40A.4.h Providing culturally sensitive care</p>	<p>Understand and define diabetes and obesity and describe the unique needs of these residents Understand best practices for working with and communicating with noncompliant residents. Understand best practices for working with and communicating with residents of different cultures.</p>	<p>Self-paced - CNA Edge</p>
<p>Theory Lab Clinical</p>						<p>7.5 0 0</p>

Perform the following proficiently

Evaluation Methods

Activity: Mental Health Needs of Residents

- 1) Which of the following are characteristics of mental illness? (Select all that apply)
- 2) People with a serious mental illness are at a higher risk of experiencing chronic physical ailments.
- 3) Which of these can be factors in causing mental health disorders? (Select all that apply)
- 4) Which are the most common treatments for mental health issues? (Select all that apply)
- 5) How can a CNA help residents who have mental health issues? (Select all that apply)

Activity: Elements of the Immune System

- 1) What is the function of the immune system? (Select all that apply)
- 2) Our skin is the immune system's first line of defense.
- 3) Which of the following are needed for maintaining the immune system? (Select all that apply)
- 4) Grave's disease, Lupus, and multiple sclerosis are which type of diseases?

Activity: What is HIV and AIDS?

- 1) What is the difference between HIV and AIDS?
- 2) HIV is transmitted through which body fluids? (Select all that apply)
- 3) If a person shows no symptoms of HIV, then they do not have HIV. (True/False)
- 4) Hugging a person with HIV puts you at risk for infection. (True/False)
- 5) You must protect yourself from bloodborne pathogens when you are caring for:

Activity: Washing Hair and Grooming

- 1) What must you do when caring for residents' hygiene and grooming needs? (Select all that apply)
- 2) Grooming and hygiene care provide an opportunity to check for: (Select all that apply):
- 3) How are lice spread?
- 4) When shaving the face of a man who is taking anticoagulants, you should use:

Donning and removing PPE

**Tub baths
Whirlpool
Showering
Washing Hair
Grooming
Facial Hair & Makeup**

Activity: An Immune System Under Stress

- 1) Which of these factors can cause a weakened immune system? (Select all that apply)
- 2) What is the number one reason HIV patients end up in intensive care?
- 3) Antibodies are proteins produced by the _____ to identify attack antigens like bacteria and viruses.

Activity: Pain and Medication

- 1) When can a CNA give medications to a patient?
- 2) What role does a CNA play in assisting with medications? (Select all that apply)
- 3) Which are possible side effects of medications? (Select all that apply)
- 4) What is it called when drug affects the function of another drug when taken simultaneously?
- 5) Which statements about pain (or discomfort) are correct? (Select all that apply)

Activity: Infection Control- Sharps

- 1) Bloodborne Pathogens (BBP) Standards include: (Select all that apply)
- 2) Choose the symbol that represents Biohazard:
- 3) Examples of sharps include: (Select all that apply)
- 4) What should you do with a dull disposable razor?
- 5) What is the first thing you would do if you were accidentally stuck by a used needle?

Activity: Clean vs. Dirty Items

- 1) It is possible to tell if an object or surface is clean by looking closely at it. (True/False)
- 2) Which of the following are examples of infection control? (Select all that apply)
- 3) The three major hot zones in a home or facility are: (Select the three correct answers)
- 4) You have thoroughly scrubbed a surface twice with soap and water, the surface is:

Activity: Bipolar Disorder

- 1) Which of these are true of bipolar disorders? (Select all that apply)
- 2) What should you do when a patient is having a manic episode? (Select all that apply)
- 3) Which of the following are symptoms of depression? (Select all that apply)
- 4) Which is true about the period between manic and depressive episodes?

Activity: Mental Health Issues and Suicide

- 1) Which of the following are signs and symptoms of a panic attack? (Select all that apply)
- 2) Which two people are more likely to suffer from Post-Traumatic Stress Disorder (PTSD)? (Select the two best choices)
- 3) A person gets dizzy and their heart beats faster if they are in a confined space. This is:
- 4) Which statements about suicide are true? (Select all that apply)
- 5) Warning signs of suicide include which of the following? (Select all that apply)

Activity: Safely Restraint Use

- 1) Which of these items can be used as physical restraints? (Select all that apply)
- 2) When can it be appropriate to use restraints? (Select all that apply)
- 3) There are very few risks associated with using restraints. (True/False)
- 4) Which of the following are OBRA regulations pertaining to restraints? (Select all that apply)

Activity: Legal Rights and Responsibilities

- 1) OBRA was established primarily to: (Select all that apply)
- 2) OBRA grants residents a broad range of rights, including: (Select all that apply)
- 3) An Ombudsman: (Select all that apply)
- 4) You suspect abuse or neglect - when do you report it?

Activity: Practices Test 4A

- 1) A patient says that he is depressed. What should the CNA say?
- 2) If a CNA forgets to lock the wheels on a bed and a patient falls and gets injured as a result of this, what could the CNA be charged with?
- 3) Which is a safety measure that a CNA should employ when helping a resident shower?
- 4) How should a CNA speak to a patient who is in an agitated state?
- 5) What is one way to emotionally connect with your residents without crossing boundaries?
- 6) When a resident is placed in restraints, which of the following statements is true:
- 7) A resident refuses to wash his hair even though it is beginning to become tangled and visibly dirty. What should the CNA do?
- 8) Which of the following should a CNA do when shaving a resident?
- 9) Which is the proper protocol for droplet precautions?
- 10) Which of the following is a sign of depression in a patient?
- 11) Which of the following scenarios increases a patient's likelihood of catching an infection?
- 12) All patients have the right to:
- 13) Which of the following is the definition of the term sterile?
- 14) Which of the following best describes standard precautions?
- 15) Which of the following is NOT a sign of hypoxia?
- 16) Which of the following is NOT a risk factor for suicide?
- 17) A nurse is very busy working with a disruptive resident and asks you to give Mr. Smith, who is not your patient, two Ibuprofen because, "he has a headache." What should you do?
- 18) Which of the following can a CNA do to help reduce the spread of infection?
- 19) A person lying on his abdomen with his head turned to one side is in the _____ position.
- 20) Which of the following is NOT true about the ombudsman program?

Activity: The Endocrine System and Diabetes Overview

- 1) The endocrine system is made up of organs called glands. Glands release substances called: **hormones**
- 2) What role do hormones have in the body? **They regulate the body's metabolism and growth.**
- 3) The pancreas is an organ of the endocrine system that releases insulin. What role does insulin play in the body? **It helps regulate blood sugar levels.**
- 4) Diabetes is a disorder in which: **the body does not produce enough insulin or the body's cells do not respond properly to insulin.**
- 5) Which of the following can be caused by complications from diabetes? (select all that apply) **Blurred vision, slow wound healing, and frequent infections.**

Activity: The Digestive System and Its Disorders

- 1) Where is most of the food that you eat absorbed? **In the small intestine.**
- 2) You see Mrs. Straus vomiting. You follow standard precautions and the bloodborne pathogen standard. What's next? **Put on a mask and gloves.**
- 3) Ms. Wootton has been diagnosed with Gastro-Esophageal Reflux Disease (GERD). Of the following, which nursing measure will be included as part of her care plan? **Encourage her to eat small, frequent meals.**
- 4) Hepatitis is the inflammation of the: **liver.**
- 5) As a CNA, which of the following care measures for diverticulitis would you assist the nurse with? (select all that apply) **Administering pain medication, monitoring vital signs, and providing emotional support.**

Assignment in		Virginia Content		Objectives - Students will be able to do the following:	Teaching Methods	
DATE	Location	CNA Edge	Content			
Week 6 Day 1 1.5 hours	Student self-paced instruction	Section 5 Lesson 3-4	Mealtimes, special diets, and nutrition Hydration Diabetic diet Mealtimes Monitoring I&O Nutrition and culture Foot care Exercise and ROM	18VAC90-26-40 A.2.e Measuring and recording fluid intake and output 18VAC90-26-40 A.3.e.Assisting with eating and hydration 18VAC90-26-40 A.6.b Maintaining range of motion	Understand the significance of mealtime in a resident's day. Gain and introduction to intake and output monitoring Deeper knowledge of diabetic's diet Gain and introduction of foot care Describe importance of range of motion and exercise for the long-term care resident	Self-paced - CNA Edge
Week 6 Day 2 1.5 hours	Student self-paced instruction	Section 5 Lesson 5	Working with residents with hearing or visual impairments Incidents and Accident Reports Risk Management mindset Poisons	18VAC90-26-40A.4.g Providing appropriate clinical care to the aged and disabled 18VAC90-26-40A.5.b Communicating with sensory impaired clients 18VAC90-26-40 A.8 Legal and regulatory aspects of practice 18VAC90-26-40 A.9 Occupational health and safety measures 18VAC90-26-40 A.11 Observational and reporting techniques 18VAC90-26-40 A.1.c Safety and emergency procedures including falls prevention	Describe techniques for working with hearing or visually impaired residents.	Self-paced - CNA Edge

<p>Week 6 Day 3 1.5 hours</p>	<p>Student self-paced Instruction</p>	<p>Section 5 Lesson 6-7</p>	<p>Pressure ulcers Pressure reducing devices Activities of daily living Client independence Chronic and acute illnesses Mechanical lift AM/PM care</p>	<p>18VAC90-26-40A.3.f Caring for skin positioning and turning 18VAC90-26-40A.3.g Transfer, devices in transferring 18VAC90-26-40A.7.b Promoting client's right to make personal choices 18VAC90-26-40A.7.d Providing assistance to participate in groups and activities</p>	<p>Understand the CNA's role in helping patients with ADL. Describe ways to promote patient independence Gain and introduction to transfers with mechanical lifts. Distinguish AM vs PM care</p>	<p>Self-paced - CNA Edge</p>
<p>Week 6 Day 4 2 hours</p>	<p>SKILLS LAB onsite</p>					<p>In laboratory with instructor</p>

Week 6 Day 5 1.5 hours	Student self-paced instruction	Section 5 Lesson 8-10	Revisiting the care plan Test Prep and Review of Section 5	18VAC90-26-40A.11 Observational and reporting techniques	Understand the care plan Describe shingles signs and symptoms Have an understanding of all material presented in Section 5 and be prepared to take the end of section quiz.	Self-paced - CNA Edge
Week 6 Day 6 2 hours	SKILLS LAB onsite					In laboratory with instructor
Theory						6
Lab						4
Clinical						0

Perform the following proficiently

Evaluation Methods	Range of Motion Passive Range of Motion
<p>Activity: A Diabetic's Diet</p> <ol style="list-style-type: none"> 1) What percentage should carbohydrates make up of a diabetic's total daily calories? 2) Of the following choices of carbohydrates, which ones are the healthiest? (select all that apply) 3) Ms. Rustin, who is diabetic, ate very little of her meal. What is the next step you should take? <p>Activity: Monitoring Intake and Output</p> <ol style="list-style-type: none"> 1) Ms. Vance is served 8 oz of water, but she leaves 3 oz in the glass. How would you record this amount of fluid on the intake and output sheet? 2) Marsha Vance completed all of her fish, almost all of her green beans, and half of an orange. What number would you record for the food that she ate at this meal? <p>Activity: Caring for Diabetics</p> <ol style="list-style-type: none"> 1) How often should individuals with diabetes receive foot care? 2) Mr. Tram regularly walks to the dining room. Today he says he would like to use a wheel chair. Which of the following would be an appropriate response? 	<p>Activity: Working with Residents with Hearing and Vision Loss</p> <ol style="list-style-type: none"> 1) Of the following guidelines, which ones can be used to provide care to a resident with hearing loss? (Select all that apply) 2) You need to remind a hard of hearing resident that a doctor's appointment is at 4pm. How could you communicate this to him? (select all that apply) 3) Hearing aids are a cure for hearing loss. True or False? 4) Before inserting an in-the-ear hearing aid, you should check that: (select all that apply) 5) What can you do to assist residents with visual impairments? (select all that apply) <p>Activity: Developing a Risk Management Mindset</p> <ol style="list-style-type: none"> 1) You have been assigned to tidy Mrs. Murri's room. Which of the following should you attend in order to reduce her risk of falling? (Select all that apply) 2) Of the following, which are potential hazards that exist in nursing centers? (Select all that apply)

<p>Activity: Pressure Ulcers</p> <ol style="list-style-type: none"> 1) What is a pressure ulcer? 2) Pressure ulcers are caused by: (select all that apply) 3) It is easier to treat a pressure ulcer than to prevent it. True or False? 4) On a dark-skinned person, the first sign of a pressure ulcer is: <p>Activity: AM/PM Care, Mechanical Lifts, and Chronic and Acute Care</p> <ol style="list-style-type: none"> 1) When should you assist a resident with denture care? 2) When is a mechanical lift used? (select all that apply) 3) What is the minimum number of people needed to operate a mechanical lift? 4) Of the following, which is considered a chronic illness? (Select all that apply) 5) Of the following, which are health risk behaviors that cause a majority of the illness, pain, and early death related to chronic diseases and conditions? (select all that apply) 	<p>Transfers with a mechanical lift</p> <p>Tub baths Whirlpool Showering Washing Hair Grooming Facial Hair & Makeup</p>
<p>Skills check off</p>	

Activity: Shingles

- 1) Shingles can pass from one person to another. True or False?
- 2) The most common complication of shingles is:
- 3) Which of the following treatments for shingles are CNAs responsible for? (select all that apply)

Activity: Practice Test 5A

- 1) Which of these procedures must you pay special attention to when helping a patient who has diabetes?
- 2) Which of the following does NOT apply when a CNA gives a resident a bed bath?
- 3) If a CNA notices that a patient is having difficulty swallowing, the CNA should:
- 4) Symptoms of a stage _____ pressure ulcer include partial thickness skin loss and possibly a blister or a reddish/pink shallow ulcer.
- 5) How often should a CNA turn a patient to help prevent pressure ulcers?
- 6) Which describes a stage 4 decubitus ulcer?
- 7) If a resident begins to fall while walking with a CNA, what should the CNA do?
- 8) What is the most common injury that occurs when a resident falls?
- 9) Which of the following is an acute illness?
- 10) Which is NOT a treatment for gastroesophageal reflux disease (GERD)?
- 11) Before measuring the patient's height and weight, what should a CNA do?
- 12) What is the recommended position for taking a resident's blood pressure?
- 13) When caring for a patient who has started vomiting, a CNA should:
- 14) Which is the best method of skin care to prevent pressure ulcers?
- 15) Passive range of motion exercises are helpful for patients who cannot voluntarily move their limbs because:
- 16) What should the CNA do to create a physically and/or emotionally safe environment for a resident who is visually impaired?
- 17) Which of the following is NOT one of the 5 stages of grief?
- 18) If a resident asks for a moment to pray before a CNA assists with their feeding, what should the CNA do?
- 19) How frequently should a CNA record the fluid intake and output in a resident's chart?
- 20) Which is an example of objective data?
- 21) When a resident has visitors, what should the CNA do?
- 22) A nursing assistant catches a resident with type 2 diabetes eating a candy bar and drinking a sugary soda. What should the nursing assistant do?
- 23) Which statement is false about using a mechanical lift to transfer a resident?
- 24) If a CNA sees that a resident is not eating enough, what should the CNA do?
- 25) A nursing assistant is recording a resident's ability to bathe independently. Which document will the nursing assistant use to record this information?

Skills check off

Range of Motion
Passive Range of
Motion
Transfers with a
mechanical lift

Assignment in CNA Edge		Virginia Content		Objectives - Students will be able to do the following:	Teaching Methods
DATE	Location	Content	Virginia Content		
Week 7 Day 1 1.5 hours	Student self-paced instruction	Resident Sexuality Assisted Living The service plan Resident privacy Stroke Assisting with Hospital Transfers The Nervous System Caring for residents with ALS & Spinal cord injuries Admissions	18VAC90-26-40A.1.e Respecting clients rights 18VAC90-26-40A.2.a Recognizing changes in body function 18VAC90-26-40A.7.a Providing privacy and maintaining confidentiality	Understand resident sexuality and how to support its healthy expression as a CNA Understand assisted living Understand the nervous system Describe the causes, signs and symptoms of a stroke Understand the CNAs role in facility admissions	Self-paced - CNA Edge
Week 7 Day 2 1.5 hours	Student self-paced instruction	Working with depressed clients Making an occupied bed	18VAC90-26-40A.4.a Modifying behavior in response to clients 18VAC90-26-40A.1.a Communication and interpersonal skills 18VAC90-26-40A.2.d Caring for the client's environment	Describe best practices for working with depressed residents Gain an introduction to making an occupied bed.	Self-paced - CNA Edge
Week 7 Day 3 1.5 hours	Student self-paced instruction	ADLS: Toileting, bathing and catheter care Urination and bowel elimination Perineal Care Bathing bedridden clients Modified Bed Baths	18VAC90-26-40A.3.d Toileting 18VAC90-26-40A.3.a Bathing 18VAC90-26-40A.6.d Bowel and bladder training	Gain an introduction to toileting, bathing, catheter care, perineal care, and modified bed baths Understand residents needs with respect to urination and bowel elimination	Self-paced - CNA Edge

<p>Week 7 Day 3 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 6 Lessons 5-6</p>	<p>ADLs: Skin and Nail Care Massage Skin Care Integumentary system Scabies and Pediculosis Mealtimes Serving meal trays Promoting Nutrition and Safe Eating Feeding clients Positioning during feeding</p>	<p>1.8VAC90-26-40A 3.f Caring for skin 1.8VAC90-26-40A 3.e Assisting with eating and hydration 1.8VAC90-26-40A 6.c Turning and positioning</p>	<p>Understand the CNAs role in massage, skin care Gain knowledge of the integumentary system and scabies and pediculosis.</p>	<p>Self-paced - CNA Edge</p>
<p>Week 7 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 6 Lesson 7</p>	<p>Rehabilitative & restorative care Orthotic and Prosthetic devices Dressing and Undressing patients Transfer belts for ambulation Cross-cultural communication Best practices for communicating with residents</p>	<p>1.8VAC90-26-40A.4.h Providing culturally sensitive care 1.8VAC90-26-40A.3.c Dressing 1.8VAC90-26-40A.6.f Teaching client self-care 1.8VAC90-26-40A.6.a Using assistive devices in transferring, ambulation, eating, and dressing 1.8VAC90-26-40A. 6.e Caring for prosthetic and orthotic devices 1.8VAC90-26-40A.1.a Communication and Interpersonal skills 1.8VAC90-26-40A.1.d Promoting client independence</p>	<p>Understand basics of restorative and rehabilitative care Gain an introduction to dressing and undressing residents, orthotic devices, ambulation, and use of transfer belts. Gain a deeper understanding of communication with residents and providing culturally sensitive care.</p>	<p>Self-paced - CNA Edge</p>

Theory	7.5
Lab	0
Clinical	0

Perform the following proficiency

Evaluation Methods

<p>Activity: Assisted Living</p> <ol style="list-style-type: none"> 1) Select the services offered at most assisted living facilities: (Select all that apply) 2) A resident wants to take part in developing his Service Plan. Which of his rights is he exercising? 3) A Service Plan: (Select all that apply) <p>Activity: Resident Sexuality</p> <ol style="list-style-type: none"> 1) David Reed, a resident at your facility, touches you in an inappropriate and sexual way. You should: 2) You walk into a resident's room to find that he's having sex with another resident. One way to avoid this situation in the future is to: 3) You notice that Mr. Jones, a resident with Alzheimer's, is masturbating in a common area. What should you do? (Select all that apply) <p>Activity: Nervous System Disorders/Stroke</p> <ol style="list-style-type: none"> 1) When a person is having a stroke, they may show the following signs and symptoms: (select all that apply) 2) One of your residents is having a stroke. Your first actions will be to: (select all that apply) 3) Survivors of a stroke may need help with activities for daily living. Including feeding and communicating. 4) Mr. Hiller, one of your residents, recently had a stroke. As a CNA, you may be assigned to care for him in the following ways: (select all that apply) 	<p>Activity: Depression</p> <ol style="list-style-type: none"> 1) Depression is not a problem for older adults to worry about. (True/False) 2) Mrs. Lewis is not participating and no longer seems interested in group activities. What other signs and symptoms might Mrs. Lewis present that would lead to a diagnosis of depression? (select all that apply) 3) As a CNA, you can help Mrs. Lewis by: (select all that apply) 	<p>Activity: Toileting</p> <ol style="list-style-type: none"> 1) A bedfast resident recovering from major surgery needs help using the toilet. Which tool will you most likely use? 2) A fracture bedpan is smaller than a standard bedpan. It is typically used for: (select all that apply) 3) What is the item pictured below? 4) A slide board allows a person in a wheelchair to use the toilet. When would you likely use a slide board? (select all that apply) 5) The following are effective ways of providing perineal care: (select all that apply) 6) While providing perineal care to a resident, you notice and record some redness in her genital area. What else should you record and report? (select all that apply)
	<p>Making an occupied bed</p>	<p>Toileting <i>Bathing bedridden clients</i> <i>Perineal Care</i> <i>Modified Bed baths</i> <i>Perineal Care</i> <i>Catheter Care</i></p>

<p>The information presented in this section will be evaluated during skills lab instruction</p>	<p>Mouth Care Denture Care Beepson</p> <p>Dressing and Undressing Residents</p> <p>Activity: Best Practices For Communication With Residents</p> <p>2) A resident's culture has a great influence on how they communicate. (True/False)</p> <p>3) One of your residents, Mrs. Jones, is explaining a situation to you. You are facing her, giving good eye contact, and nodding when appropriate. This is practicing good _____ communication.</p> <p>4) In your role as a CNA, you should practice the following methods of effective communication: (select all that apply)</p>
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DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods
Week 8 Day 1 1.5 hours	Student self- paced instruction	Section 6 Lesson 8-9	Test-taking strategies and Review of Section 6		Have an understanding of all material presented in Section 6 and be prepared to take the end of section quiz.	Self-paced - CNA Edge

<p>Week 8 Day 2 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 7 Lesson 1-2</p>	<p>Introduction to Alzheimer's and Dementia Care for Moderate Alzheimer's Communicating with Cognitively Impaired Clients Preventing Elopement</p>	<p>18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client</p>	<p>Understand Dementia and Alzheimer's and how to communicate and care for cognitively impaired clients Understand strategies to prevent resident elopement</p>	<p>Self-paced - CNA Edge</p>
<p>Week 8 Day 3 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 7 Lessons 3-5</p>	<p>Care for Moderate Alzhimers Sexual aggression Care for Severe Alzheimer's Burnout Restraints Repositioning in a chair</p>	<p>18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client 18VAC90-26-40A.4.f Responding to aggressive behavior 18VAC90-26-40A.4.g Providing appropriate clinical care for aged and disabled 18VAC90-26-40A.6.c Turning and Positioning 18VAC90-26-40A.7.g Avoiding need for restraints</p>	<p>Understand ways to manage sexual aggression Understand caring for moderate and severe dementia Understand techniques to avoid burnout Define chemical restraints and describe the dangers of restraints</p>	<p>Self-paced - CNA Edge</p>

<p>Week 8 Day 3 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 7 Lessons 6-7</p>	<p>Severe Alzheimer's Enteral Feeding Feeding Tubes IV and PCCs Bowel and Bladder Care</p>	<p>18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client 18VAC90-26-40A.6.d Bowel and Bladder training</p>	<p>Understand how to care for patients in late stages of disease and dementia Gain introduction to feeding tubes and IVs and PCCs</p>	<p>Self-paced - CNA Edge</p>
<p>Week 8 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 7 Lesson 8-10</p>	<p>Death CNA role with the dying patient Supporting grieving Test-taking strategies and Review of Section 7</p>	<p>18VAC90-26-40A.2.g Caring for patient when death is imminent 18VAC90-26-40A.4.e Utilizing client's family as source of emotional support</p>	<p>Understand the role of the CNA when a resident dies Have an understanding of all material presented in Section 7 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>

	In laboratory with instructor
Section 7 Lesson 8-10 continued	
	SKILLS LAB onsite
	Week 8 Day 6 2 hours

Theory	Lab
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Perform the following proficiently

Evaluation Methods

Activity: Practice Test 6A

- 1) When cleaning a patient's perineal area, the CNA should be sure to wipe the resident.
- 2) Before bringing a tray into a patient's room, a CNA should:
- 3) Gloves should always be worn as personal protective equipment (PPE) when:
- 4) Which of the following actions should a nursing assistant always perform when helping a resident to use a bedpan?
- 5) Which actions help control the spread of infection?
- 6) When making a resident's bed, what is the final action a CNA should take?
- 7) In what order should the CNA put on personal protective equipment (PPE)?
- 8) A CNA needs to obtain a resident's oral temperature. The resident is drinking a cold cup of water. What should the CNA do?
- 9) A drainage bag must be positioned lower than the bladder:
- 10) Your patient had a stroke, or CVA, three years ago. He still has weakness on the right side of his body. You are about to transfer the resident from the bed to a wheelchair. The wheelchair should be positioned at the
- 11) A resident is choking. What procedure should a nursing assistant use to help him?
- 12) A resident has just suffered a stroke, or a CVA, and has limited mobility. How often should you turn her to prevent skin breakdown?
- 13) Which of the following steps should the nursing assistant take to care for a resident with a condom catheter?
- 14) Which of the following is a vehicle of transmission?
- 15) In addition to calling 911, what is one of the first things a nursing assistant should do when a resident is showing signs that she may be experiencing a stroke?
- 16) When transferring a resident using a gait belt, where should you stand in relation to the resident?
- 17) How should a CNA encourage residents' independence?
- 18) Patients who lose mobility due to a stroke or an injury often experience:
- 19) You are assigned to provide care to a new South Asian resident who is Hindu. You are not familiar with Hinduism. How can you go about facilitating good communication with this resident?
- 20) Which method is most effective for communicating with a patient who has aphasia?
- 21) How should a CNA speak with a resident about his bowel movements (frequency, consistency, etc.)?
- 22) A widowed client asks if you could assist her in scheduling some "alone time" with another client in the facility. You should:
- 23) A resident with diabetes needs to lower her blood glucose levels, and this goal is part of her care plan. You see her eating cupcakes in her room. What should you do?
- 24) CNAs work in a variety of health care settings. If a CNA works in a long-term care facility where residents need minimal assistance with activities for daily living (ADLs), what type of health care setting is this?
- 25) Which of the following tasks may the CNA legally perform?

Activity: Signs and Symptoms of Dementia and Alzheimer's

- 1) What is the relationship between dementia and Alzheimer's disease?
- 2) Which are symptoms of mild Alzheimer's disease? (select all that apply)
- 3) What is it called when dementia patients gather and stockpile things?
 - 1) People with moderate Alzheimer's may exhibit the following characteristics: (select all that apply)
 - 5) People with severe Alzheimer's disease may: (select all that apply)

Activity: Wandering and Environmental Hazards

- 1) Why do people with dementia wander? (select all that apply)
- 2) To reduce the likelihood of residents wandering, you should: (select all that apply)
- 3) What is elopement? (select all that apply)
- 4) To create a safe, calming, and comfortable environment: (select all that apply)
- 5) What should you do if a resident is attempting to elope?

Activity: Communicating with the Alzheimer's Patient

- 1) When speaking with a person with dementia, you should: (select all that apply)
- 2) As Alzheimer's progresses, which techniques become more important? (select all that apply)
- 3) When asking dementia patients questions, you should: (select all that apply)
- 4) What should you do when a dementia patient tells you a lie? (select all that apply)
- 5) Effective techniques for communication with a dementia patient include: (select all that apply)

Activity: Strategies for Handling Sexual Aggression

- 1) If patients act sexually inappropriate with you: (select all that apply)
- 2) To prevent misunderstandings with a patient, you should: (select all that apply)
- 3) Behavior that seems sexual is always intentionally sexual. (True or false)
- 4) Why might a person with dementia be undressed? (select all that apply)
- 5) You are responsible for a patient's inappropriate behavior. (True or false)

Activity: Working with Residents Who Have Moderate Alzheimer's

- 1) When does sundowning occur?
- 2) Which of the following are symptoms of moderate Alzheimer's? (select all that apply)
- 3) Diversions can be especially helpful when a resident is: (select all that apply)
- 4) A person with dementia no longer needs privacy. (True or false)

Activity: Dangers of Restraints

- 1) Which are the two main types of restraints used in healthcare facilities? (select the two correct answers)
- 2) Why are more and more nursing homes eliminating restraints? (select all that apply)
- 3) Which of these can be used as chemical restraints? (select all that apply)
- 4) Use of physical restraints increases the risk of: (select all that apply)

Activity: Caring for Unresponsive Patients

- 1) When caring for unconscious residents, you should: (select all that apply)
- 2) You should explain each step of a procedure to an unconscious person. True or false?
- 3) Unconscious patients are at risk for: (select all that apply)

Activity: Feeding Tubes

- 1) What is another term for enteral nutrition?
- 2) Which medical conditions lead to the need for enteral nutrition? (select all that apply)
- 3) What is it called when a patient is fed at specific times of the day using a feeding tube?
- 4) Which of these is among the leading causes of death in tube-fed patients? (Select all that apply)
- 5) The cleanliness of which of the following specifically impacts a patient with a feeding tube?

Activity: Elimination

- 1) What is the name for an injection of fluid into the rectum to cause a bowel movement?
- 2) What is the involuntary leakage of urine or feces called?
- 3) It is recommended to refer to incontinence briefs as diapers. True or false?
- 4) You can assist a resident with diarrhea by: (select all that apply)
- 5) Which factors affect bowel elimination? (select all that apply)

Activity: CNA's Role in Death and Dying

- 1) What does it mean when a patient's care shifts from curative to palliative? (Select all that apply)
- 2) What rights do patients have when they are in the palliative stage? (Select all that apply)
- 3) What is one thing you could do if you cannot respect a resident's decisions, religious beliefs, or cultural values?
- 4) When caring for a dying resident, what can you do to make them comfortable? (Select all that apply)

Activity Practice Test 7A

- 1) You are about to bathe Mr. Potter, but he begins screaming and refuses to take his evening bath. What should you do?
- 2) When a patient consistently ignores the urge to defecate, which of the following can develop?
- 3) One of a CNA's responsibilities is to record and total residents' intake and output. How often should this be done?
- 4) A resident has left side weakness as a result of a stroke four years ago. She is ready to be transferred from her bed to a wheelchair. The wheelchair should be positioned at:
 - 5) When a patient is sundowning, what should a CNA be especially aware of?
 - 6) When a doctor orders a patient to be placed in restraints, what should the CNA NOT do?
 - 7) Which of these symptoms is a sign that a person is about to die?
 - 8) Where do you tape the catheter on a male patient to make sure it stays in place when you turn him over?
 - 9) Mrs. Bornstein is a resident with Alzheimer's disease. You notice she is confused. What can you do to reduce her confusion?
 - 10) The nurse on duty asks you to empty a urinary drainage bag for a resident. What should you do?
 - 11) Below are three stages of Alzheimer's disease accompanied by specific symptoms. Which stage is matched with its correct symptoms?
 - 12) It is the end of your shift. You just measured the 8-hour urinary output of your patient and there are 21 ounces of urine. What is your next step?
 - 13) You are with a female patient who has urinary and fecal incontinence. How should you provide perineal care and hygiene to this patient?
 - 14) A nurse has discontinued the use of a Foley catheter for a patient. What is the proper way to dispose of this equipment?
 - 15) Mr. Song cannot breathe on his own and needs a mechanical ventilator for his respiratory needs. During a storm one night, the electric power is lost in the nursing facility. What is the first thing that you should do for Mr. Song?
 - 16) What is the term for an abnormal shortening of muscle tissue?
 - 17) Patients with dementia, especially Alzheimer's disease, are prone to wandering. Which of these precautions can help protect patients from wandering into dangerous situations?
 - 18) You are caring for a teenager with broken arms and legs in the rehabilitation/restorative care area of your facility. He was in a serious biking accident. The MOST likely care goal for the patient is to:
 - 19) Which of the following is an example of a common trigger?
 - 20) Angina is:
 - 21) A common sign of a panic disorder is:
 - 22) A CNA who is culturally aware:
 - 23) The wife of a resident who has just died informs you that in their culture it is forbidden to leave the deceased's body alone before burial. At your facility, the policy is to store all bodies in the morgue. What is the best way to handle this situation?
 - 24) Which is the best way to communicate with a resident with memory loss?
 - 25) Which of the following must a CNA report immediately to a nurse?
 - 26) If a resident asks the CNA for time alone with his wife, what should the CNA do?
 - 27) A resident has decided that he does not want any lifesaving measures to be taken in the event that he stops breathing. What should be noted in his medical record to reflect this desire?
 - 28) "Health care proxy" is also referred to as:
 - 29) If a resident says that he is leaving the facility without the consent of a physician, who should the CNA report this to?
 - 30) Ms. Oliver has had a stroke and is having difficulty feeding herself. She will be getting assistive devices to help her eat. Which of the following healthcare workers will be getting Ms. Oliver the devices?

Skills check off

Making an occupied bed
Toileting
Perineal Care

DATE	Location	Assignment In CMA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods
Week 9 Day 1 1.5 hours	Student self-paced instruction	Section 8 Lesson 1-2	Intro to developmental disabilities Coping Mechanisms Understanding Sleep Urinary system Urinary Output Diarrhea and bacterial infections Special diets	18VAC90-26-40A.4.g Providing appropriate clinical care to aged and disabled 18VAC90-26-40A.2.e Measuring and recording fluid I&O 18VAC90-26-40A.1.a Communication and interpersonal skills 18VAC90-26-40A.5.c Demonstrating and understanding of and responding to behavior of cognitively impaired	Understand the role of the CNA in working with patients who have developmental disabilities Understand common coping mechanisms for residents may use to deal with stress Understand the urinary system and common urinary disorders Gain and introduction to measuring urinary output. Describe common special diets in long-term care.	Self-paced - CNA Edge
Week 9 Day 2 1.5 hours	Student self-paced instruction	Section 8 Lesson 2 continued	Urinary system Urinary Output Diarrhea and bacterial infections Special diets	18VAC90-26-40A.2.e Measuring and recording fluid I&O	Understand the urinary system and common urinary disorders Gain and introduction to measuring urinary output. Describe common special diets in long-term care.	Self-paced - CNA Edge
Week 9 Day 3 1.5 hours	Student self-paced instruction	Section 8 Lessons 3-5	Dialysis Kidney disease Urinary Disorders Suspected Abuse and Neglect Reporting abuse Legal Recourse and Obligation to report Code of Virginia 63.2-1606- Mandatory and Voluntary reporting		Understand chief measures that a CNA can offer to help patient with kidney failure and other urinary disorders Understand the issues of abuse and neglect in long term care Know what to do per Virginia law when you suspect a resident in being abused or neglected.	Self-paced - CNA Edge
Week 9 Day 4 2 hours	SKILLS LAB onsite					In laboratory with instructor

Week 9 Day 5 1.5 hours	Student self-paced instruction	Section 8 Lessons 6-7	Test taking strategies and review of Section 5		Have an understanding of all material presented in Section 8 and be prepared to take the end of section quiz.	Self-paced - CNA Edge
Theory	6	Lab	0	Clinical	0	

Perform the following proficiently

<p>Evaluation Methods</p> <p>Activity: Understanding Sleep</p> <ol style="list-style-type: none">1) If you notice that one of your residents isn't getting the right amount and quality of sleep you should:2) You think one of your residents, Mrs. Smith, may have a sleep disorder because you notice she has: (Select all that apply)3) The nurse tells you that Mr. Jones suffers from insomnia. This means that:4) To promote good sleep habits for your residents, you may assist them with relaxation exercises and help them by: (Select all that apply)	<p>Measuring urinary input</p>
<p>Activity: The Urinary System</p> <ol style="list-style-type: none">1) One of the jobs of the urinary system is to remove waste products from the blood.2) How does the urinary system change as people age? (Select all that apply)3) In the urinary system, what carries urine to the bladder?	
<p>Activity: Urinary Disorders & Dialysis</p> <ol style="list-style-type: none">1) Which of the following are disorders of the urinary system? (Select all that apply)2) Common causes of urinary tract infections include catheterization, urological exams, intercourse as well as: (Select all that apply)3) You notice there's a bad odor in the patient's urine. To confirm that the patient may have cystitis, a serious infection of the urinary system, what other symptoms could you look for? (Select all that apply)4) Kidney stones and kidney failure are the same thing. (True/False)5) The nurse asks you to help with a patient who has chronic kidney failure. This person is most likely on:	
<p>Skills check off:</p>	<p>Dressing and Undressing Resident Modified Bed bathing Bathing Resident clients</p>

Activity Practice Test BA

- 1) While providing oral care, a CNA notices a fruity odor in an elderly patient's mouth. What should the CNA do?
- 2) A resident who had a stroke a few years ago needs help getting dressed. The resident chooses to wear a long-sleeved shirt with buttons. How should you help the resident?
- 3) Which of the following foods would be best for a patient with diarrhea?
 - 4) Which of the following best defines constipation?
- 5) How much sleep do older adults typically require?
- 6) What is the first thing a CNA must do before transferring a resident from a bed to a wheelchair?
- 7) Which is an example of neglect?
- 8) Which of the following is the most important step a CNA can take to prevent a resident from falling out of bed?
- 9) Ms. Miller has fragile skin and has experienced skin tears in the past. The CNA is getting ready to transfer her from her bed to a chair. What should the CNA do?
- 10) What physical symptom is common for a CNA to provide comfort measures for when patients near the end of their lives?
- 11) A resident's ostomy drainage bag needs to be changed. What should you do first?
- 12) After emptying a urinary drainage bag, which of the following substances should you use to clean its drain tip?
- 13) Which of the following is an example of neglect?
- 14) When disposing of emesis, what protective equipment should be worn?
- 15) Which of the following is NOT considered appropriate handling of linens?
- 16) You are monitoring the urine of a resident; he may be suffering from urinary retention. Urinary retention refers to:
 - 17) You are emptying urinary drainage bags for patients who need their output recorded. Where are you most likely to document the amount of urinary output?
 - 18) To prevent the spread of infection, contaminated surfaces should be cleaned at the following times, except:
 - 19) A resident has urinary incontinence. This same resident wears glasses and needs a hearing aid. Which of the following increases her risk of falling?
 - 20) Providing restorative care includes:
 - 21) You are helping a resident who had a stroke a year ago. She requires the use of a gait belt when trying to stand. Which of the following should you do when using a gait belt with the resident?
 - 22) A patient rings the call bell for the fourth time in the first 40 minutes of a CNA's shift. What should the CNA do?
 - 23) A resident's health is getting worse, and she fears that she is going to die alone. Her family does not come to visit often, but they are aware of her health situation. What can the CNA do for the resident?
 - 24) You are caring for a patient whose IV flow rate is too slow. What should you do next?
 - 25) Threatening to withhold treatment and/or making fun of a resident are examples of which type of abuse?
 - 26) A resident who is near the end of her life asks a CNA to pray with her. The CNA is not comfortable praying with the resident. What should the CNA do?
 - 27) When a CNA cares for a patient with diarrhea, which of the following should the CNA record?
 - 28) A patient's care plan states: "Help the patient to the bedside commode PRR." When should the patient receive assistance to the commodes?
 - 29) Which of the following is the right terminology when referring to residents with developmental disabilities?
 - 30) A standard of care tells a CNA:
 - 31) A nursing assistant answers a call at the nursing station from a friend of Mr. Long, a resident at the facility. The friend asks how Mr. Long is doing. The CNA tells the caller that Mr. Long's condition is declining without determining if Mr. Long wants his medical information shared with the friend. The CNA has:
 - 32) Although the patient refused the procedure, the nursing assistant insisted and inserted the urinary catheter. The nursing assistant is guilty of which of the following?
 - 33) The RN has assigned you the task of emptying urinary drainage bags for a group of patients. You should take which of the following actions?
 - 34) You are caring for Ms. Hernandez, a resident who has trouble talking as a result of a stroke she experienced several months ago. Which of the following health team members would be assigned to provide treatment for this difficulty?
 - 35) You and your co-worker are working together to remove a bag contaminated with bodily fluids from a resident's room. Which is the correct process for removing the contaminated bag?

DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods
Week 10 Day 1 1.5 hours	Student self-paced instruction	Section 9 Lesson 1-5				Self-paced - CNA Edge

Section 9 Lesson 6-9 continued

Section 9
Lesson 6-9
continued

<p>Week 10 Day 3 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 10 Lesson 1-2</p>	<p>previous sections and lessons as needed</p>	<p>Master the content in each section</p>	<p>Self-paced - CNA Edge</p>
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Section 10
Lesson 1-2
continued

<p>Week 10 Day 4 2 hours</p>	<p>SKILLS LAB onsite</p>	<p>Student self-paced instruction and meet with the instructor as needed.</p>	<p>REVIEW previous sections or incomplete sections as needed</p>	<p>previous sections and lessons as needed</p>			<p>In laboratory with instructor</p>
						<p>Master the content in each section</p>	<p>Self-paced - CNA Edge</p>

Week 10 Day 6 2 hours	SKILLS LAB onsite							In laboratory with instructor
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Theory	6
Lab	4
Clinical	0

Perform the following proficiency

Evaluation Methods

Activity: The Reproductive System and Sexually Transmitted Diseases

- 1) Which part of the male reproductive system produces sperm cells and the male hormone testosterone?
- 2) Which part of the female reproductive system holds the eggs and produces the female hormones estrogen and progesterone?
- 3) How do CNAs provide care for vaginal disorders? (select all that apply)
- 4) If two people are having oral sex without a barrier, who is the one at higher risk of catching an STD?
- 5) Older adults do not need information and education about STDs.

Activity: 9 Months

- 1) Ms. Juarez is in her 1st trimester. Which of the following signs or symptoms should prompt a call to her health team?
- 2) Which of the following signs or symptoms that occur in pregnant women should prompt a call to the health team? (select all that apply)
- 3) Which of the following procedures is a CNA responsible for when caring for a pregnant woman? (select all that apply)

Activity: The Phases of Surgery

- 1) Before an operation, the anesthesiologist meets with the patient to:
- 2) You are assigned to help Mr. Joseph prepare for surgery. Which of the following nursing care measures would a CNA provide? (select all that apply)
- 3) A daughter in tears comes up to you with questions about her mother's upcoming surgery. How should you respond?
- 4) You will be providing care for a patient who just came from the recovery room. What signs and symptoms might you expect to address or manage? (select all that apply)

Activity: Immediate Care Measures After the Birth

- 1) Which of the following do healthcare providers use to assess a newborn's health?
- 2) Which of the following do health care providers measure to assess a newborn's APGAR SCORE, an immediate gauge of a newborn's health? (select all that apply)

Activity: Pain and Pain Management

- 1) We all experience and express pain in the same ways.
- 2) Arthritis causes pain that continues for a long time and may come and go. This type of pain is called ____ pain.
- 3) Mr. Wilkavos is going into surgery to remove his gallbladder. Which factors may influence his experience with the pain caused by the surgery? (select all that apply)
- 4) Ms. Wilson grabs her back and tells you that she is in pain. What questions should you ask her about her pain? (select all that apply)
- 5) The most common treatment for pain is medication. There are also many non-drug-related treatments to help manage pain. Which of the following are examples of non-drug treatments for pain? (select all that apply)

Measuring urinary input

Activity: Shift Change

- 1) You just provided care for Mrs. Jones who is suffering from edema. Which of the following observations about the resident or her care should you report to the nurse at the shift-change meeting? (Select all that apply)
- 2) When you begin your shift, you are assigned to answer call lights. Since the nurse is attending the shift-change meeting, you are unable to receive updates from her. Before you provide care to a resident who activated the call light, what should you do?

Activity: Wound Care

- 1) You are caring for someone with a wound. Which of the following observations would you report to the nurse immediately? (Select all that apply)
- 2) Mr. Davis was wounded yesterday after he tripped on his way to the dining hall. What phase of healing is his wound in?
- 3) How does a wound created by surgery heal?

Activity: Infection Control

- 1) Which of these precautions should all CNAs take when caring for or visiting a mother and her new baby?
- 2) To provide an infection-free environment for the newborn, you should wash your hands after: (select all that apply)
- 3) When providing care for a baby, you should always wear gloves when: (select all that apply)

Activity: Care for the Mother

- 1) Mrs. Young has just had an episiotomy. What steps could you take to help her manage her pain? (Select all that apply)
- 2) How can you help minimize the pain that new mothers may experience during urination and bowel movements? (Select all that apply)
- 3) One of your patients who is bottle-feeding her baby tells you that her breasts feel swollen and painful. How can you help her manage her pain and discomfort? (Select all that apply)
- 4) When taking a new mother's vital signs, which of the following should you report immediately? (Select all that apply)

Activity: Feeding the Baby

- 1) What are the health benefits of breastfeeding? (Select all that apply)
- 2) Breastfeeding is a natural act and should always happen naturally – no one should interfere with this process. Is this correct?
- 3) How many hours can a bottle of infant formula be stored in the refrigerator before it should be thrown away?
- 4) Which symptoms in newborns should prompt a parent to contact a health care professional? (Select all that apply)

Activity: The CNA in Pediatric Care

- 1) The care CNAs provide for children is exactly the same as the care they provide for adults.
- 2) Which of the following procedures is unique to the care of children? (Select all that apply)
- 3) A developmental quotient less than ___% means that there may be a developmental delay in a child.

Activity: Infants, Toddlers & Preschoolers

- 1) Malcolm, a baby you have been assigned to, is crying. What should you do? (Select all that apply)
- 2) Christopher, a toddler that you provide care for, is throwing a tantrum. What actions should you take? (Select all that apply)
- 3) Of the following, which objects present potential dangers for an infant? (Select all that apply)
- 4) Which of the following foods should toddlers avoid? (Select all that apply)

Activity: Practice Test 9A

- 1) A patient is scheduled to have surgery later in the day. What kind of food would you expect the person to have for breakfast?
- 2) CNAs care for many personal needs of residents except:
- 3) When bathing a resident, privacy and safety are two of the most important things to consider. What is another important thing that you must always do?
- 4) For many residents, mealtimes and eating can present several challenges. Which of the following is not a common challenge faced by residents in relation to mealtimes and eating?
- 5) Mr. Galt is on a regular diet, but you see a sign over his bed that says: "NPO." It is time for lunch and Mr. Galt asks for soup, salad, juice, and coffee. What should you serve him?
- 6) You are caring for a resident who cannot have a tub bath or shower. Her care plan recommends complete bed baths. What should the bath water temperature be?
- 7) Adolescence consists of which of the following ranges of years?
- 8) The study of pediatric development and growth is focused around which of the following?
- 9) Which of the following are effective for the prevention of plantar flexion?
- 10) What sign(s) will a child exhibit if she is having a grand mal seizure?
- 11) The sexually transmitted disease (STD) _____ is caused by bacteria and is curable. Signs and symptoms of this disease include: lower back pain, discharge from the penis or vagina, and a burning sensation during urination.
- 12) Naturally acquired passive immunity is present in:
- 13) Sexually transmitted diseases (STDs) are most common in which age group?
- 14) The pressure of a person's heart during a contraction is called:
- 15) Which of the following is the term that describes the transmission of an infection during a medical procedure?
- 16) When taking a patient's blood pressure, what is the name of the artery located at the bend of the elbow where you place the cuff?
- 17) Shingles is caused by the same virus that causes which disease?
- 18) When taking a patient's oral temperature, which of the following steps should you take first?
- 19) When taking an axillary temperature, all of the following are true EXCEPT:
- 20) When measuring blood pressure, you wrap a cuff around the upper portion of the patient's arm. What is this cuff called?

Practice Test 9A Continued

- 21) When taking a client's blood pressure, after wrapping the cuff around the upper portion of the arm, where should the arm be resting?
- 22) Which restorative nursing procedure may you be asked to perform on a resident who has cyanosis?
- 23) Which statement best describes a characteristic of pain?
- 24) You are caring for a patient in a coma. You should be concerned that your patient is at risk for all of the following EXCEPT:
- 25) It is the end of your shift and you notice Mrs. Martinez crying. What should you do?
- 26) You are caring for Mr. Pryce and he suddenly tries to strike you. What should you do?
- 27) The elderly can experience many changes in their lives, such as retirement, becoming grandparents, and becoming increasingly dependent on others. These are examples of which kind of changes?
- 28) Mrs. Krissa is at the end of life. Over the past few weeks, you notice that Mrs. Krissa is giving away her personal possessions to her friends when they come to visit her. Yesterday, you saw her giving away her favorite necklace. What should you do?
- 29) A new resident, Mr. Filipo, arrives at your facility from another country. Many of his customs, behaviors, and religious practices seem very unusual to you. What should you do?
- 30) Mr. Dinchi's family visits him often and you have gotten to know them well. When you are with Mr. Dinchi's family, you should:
- 31) Your patient is trying to tell you that she is in pain, but she is unable to speak. Which of the following non-verbal expressions would most likely indicate that she is in pain?
- 32) When providing care to an unconscious resident, you should:
- 33) A patient who has decided not to breastfeed her baby feels tenderness in her breasts. What is an example of an appropriate care measure for this patient?
- 34) What is Medicare?
- 35) A resident falls to the ground and is hurt as a result of a CNA forgetting to lock the wheels of his wheelchair. The CNA could be charged with which offense?
- 36) Mrs. Barium is a former model with diabetes. She is very concerned about her appearance. She tells you that her toenails are too long and need trimming. What should you do?
- 37) Which of the following care measures can a home nursing aide perform?
- 38) There are situations in which a CNA can refuse to perform a task. Which of the following is a situation in which a CNA can refuse a task?
- 39) In all healthcare facilities, who is at the center of care?
- 40) When a patient care meeting is held, who should be invited?

Activities: Practical Test 10A

- 1) Which of the following is NOT part of standard precautions?
- 2) Which of the following is NOT part of oral care for an unconscious person?
- 3) Which of the following is the correct temperature for a resident's bath?
- 4) Which of the following is NOT part of the recording responsibilities of a CNA?
- 5) Restorative nursing care helps the patient with all of the following except:
- 6) Which of the following is NOT one of the five stages of grief?
- 7) Which of the following is true about the use of gloves?
- 8) Which of the following is an acute disorder or illness?
- 9) Which of the following is true about a patient's medical record?
- 10) Which of the following demonstrates neglect of a resident?
- 11) When giving a resident a bed bath, which of the following should the nursing assistant perform first?
- 12) Which of the following is a strategy for preventing decubitus ulcers?
- 13) Which of the following is true about a patient with diabetes?
- 14) Asepsis means:
- 15) Which of the following tasks can a nursing assistant legally perform?
- 16) A nursing assistant may legally:
- 17) You are caring for a 90-year-old, frail resident named Mr. Jenkins. Mr. Jenkins suffers from dementia, and he sometimes gets confused at night. He occasionally thinks that his mother is calling him in for dinner when it gets dark. What physical problem places Mr. Jenkins at risk for falls?
- 18) Which of the following is a best practice when helping a patient perform ROM exercises?
- 19) A nurse requests that you take a resident's pulse at the apical site. What should you do?
- 20) When shaving a male resident's neck, in which direction should you move the razor?
- 21) The chain of infection includes the following:
- 22) Which of the following is NOT a resident's right?
- 23) Which of the following is NOT a cause of dehydration?
- 24) When providing perineal care for a male resident with an uncircumcised penis, the nursing assistant should:
- 25) If the patient ignores the urge to have a bowel movement, which of the following could happen?
- 26) You are caring for Mrs. Tenley, a resident who has a urinary drainage bag. You empty Mrs. Tenley's bag and notice that your gloves look clean, as if you just pulled them out of the box. There is not even a spot on them. You now need to go help Mr. Fowler with a bed bath. What should you do?
- 27) Which of the following is NOT a sign of depression?
- 28) Which of the following is a risk factor for falls?
- 29) A nurse just changed a bandage on a patient's wound and has asked you to dispose of the used bandage. How should you go about doing this?
- 30) You are taking care of a patient who is on airborne precautions. The patient is in a special room and you must wear a HEPA mask when you enter the room. You need to transport the resident from his room to the lab for testing. How should you transport him to prevent the spread of infection?

Practice Test 38A Continued

- 31) When talking to a resident about her grandchildren, you notice that she grimaces and rubs her shoulder as she speaks to you. This could be a sign of:
- 32) Which of the following should the CMA do when performing a massage?
- 33) A new resident who is Muslim enters the facility and wants to know if there is a place where he can pray quietly five times per day. As a nursing assistant, what should you do?
- 34) You are caring for an 85-year-old man who has stiffness and pain in his joints, and he does not like to move because of this pain. What kind of treatment might be most appropriate for his condition?
- 35) The fire alarm begins to ring in the facility in which you work. You cannot see nor smell the fire and none of your patients are in immediate danger. What should you do?
- 36) Which type of care focuses on comfort and support for a dying person and that person's family?
- 37) Which of the following is true about high-performing healthcare teams?
- 38) In Maslow's hierarchy of needs, which of the following needs is at the top of the pyramid?
- 39) The most common reason for inappropriate behavior in residential nursing care is:
- 40) Which of the following is an open-ended question?
- 41) The nursing assistant leaves a patient's room for a 20-minute break, does not tell her colleagues, and leaves the bed rails down on the resident's bed. The care plan states that the bed rails should be raised for this resident. Five minutes later, the patient falls out of bed and breaks his hip. Who is responsible for this?
- 42) A resident had half of an 8-ounce glass of water and 3 ounces of Jell-O. What should the CMA record in the I and O sheet?
- 43) Which of the following is a systemic sign of infection?
- 44) Which of the following healthcare team members help residents learn or retain skills needed to perform daily activities?
- 45) If one of your colleagues comes to work under the influence of drugs and/or alcohol, what should you do?
- 46) Which of the following healthcare providers assists patients who have had a stroke to communicate more effectively?
- 47) The Resident's Bill of Rights is posted near the front entrance to the facility. What does this document contain?
- 48) Which is the proper order of operations to perform when using a fire extinguisher to put out a fire?
- 49) Which of the following practices opens up a line of communication with a resident?

Practice Test 10A Continued

- 50) Contractures are:
- 51) When taking a resident's blood pressure, the first sound you hear is at 136. The last sound you hear is at 82. How should you document this reading?
- 52) When caring for a patient's dentures, which of the following statements is false?
- 53) What is the purpose of reporting?
- 54) Which of the following does not contribute to skin breakdown?
- 55) A nursing assistant finds a patient unconscious and on the floor. Of the following patient needs, which is the greatest priority?
- 56) Many healthcare facilities are moving toward the goal of a restraint-free setting. Which of the following is the best way to achieve this goal?
- 57) What is the universal sign for choking?
- 58) Which of the following is NOT a best practice for promoting sleep with patients who have dementia or Alzheimer's disease?
- 59) Which of the following is true about the ombudsman?
- 60) What is elopement?
- 61) A nursing assistant is going to help Mr. Fowles with a bath. She knocks on the door and waits a moment. Suddenly, Mr. Fowles looks up at her, curses at her, and throws a shoe at her. What should the nursing assistant do?
- 62) The best way for nursing assistants to manage the effects of poor or inappropriate behavior in a healthcare setting is to:
- 63) You are working with Mr. Neal and have recently begun weighing him each day. Yesterday, Mr. Neal weighed 175 pounds. Today, he weighs 194 pounds. You redo the weight measurement, and it still reads 194 pounds. What is the most likely cause of this weight gain?
- 64) You have a patient who has a history of falls. Which of the following safety measures will help keep him from falling out of his bed?
- 65) Which of the following is a mistake of commission?
- 66) Before assisting with a partial bath, which of the following is NOT essential?
- 67) Which of the following helps prevent plantar flexion?
- 68) Which of the following is NOT an example of objective information?
- 69) You are working with a patient named Ms. Lewis who is in hospice care. You notice that Ms. Lewis begins to give away her valuables to friends and family when they come and visit. What should you do?
- 70) Which statement is true about patient identification?

Skills check off:

Complete all
skills: not
previously
practiced

Skills check off

	Complete all skills not previously practiced
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Objectives -
Students will
be able to do
the following:

DATE	Location	Teaching Methods	Evolution Methods	Perform the following proficiently
Week 12 Day 1 8 hours	Facility	Instructor supervised clinical training	Skills check off	Hand Hygiene Dorning and Removing PPE (Gown and Gloves) Measures and Records Electronic Blood Pressure Counts and Records Radial Pulse Counts and Records Respirations Measures and Records Manual Blood Pressure
Week 12 Day 2 8 hours	Facility	Instructor supervised clinical training	Skills check off	Applies One Knee-High Elastic Stocking Assists to Ambulate Using Transfer Belt Feeds Client Who Cannot Feed Self Measures and Records Weight of Ambulatory Client Transfer From Bed to Wheelchair Using Transfer Belt
Week 12 Day 3 8 hours	Facility	Instructor supervised clinical training	Skills check off	Measures and Records Urinary Output Assist With Use of Bedpan Provides Perineal Care (Peri-care) for Female Provides Catheter Care for Female
Week 12 Day 4 8 hours	Facility	Instructor supervised clinical training	Skills check off	Gives Modified Bed Bath (Face and One Arm, Hand, and Underarm) Performs Modified Passive Range of Motion (PROM) for One Knee and One Ankle Performs Modified Passive Range of Motion (PROM) for One Shoulder Dress Client With Affected (Weak) Right Arm
Week 12 Day 5 8 hours	Facility	Instructor supervised clinical training	Skills check off	Cleans Upper of Lower Denture Positions on Side Provides Foot Care on One Foot Provides Mouth Care <i>Any skills not previously checked off</i>
Theory				0
Lab				0
Clinical				40

TOTAL COURSE HOURS

Category	% S
Theory	0
Lab	0
Clinical	40

Mountainview 12 Week Course Summary

Total Course Hours: 133.5

Theory: 75.5

Lab: 18

Clinical: 40

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1 Orientation: 2 Theory: 636	Facility Orientation & Class Introduction (2 hours) Break: 30 minutes	Section 1: • Lessons 1-3 (1.5 hours)	Section 1: • Lessons 4-5 (1.5 hours)	Section 1 • Lessons 6-7 (1.5 hours)	Section 1 • Lessons 8-9 (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 2 Theory: 7.5	Section 2: • Lesson 1 (1.5 hours)	Section 2 • Lesson 2 (1.5 hours)	Section 2 • Lesson 3 (1.5 hours)	Section 2 • Lesson 4 (1.5 hours)	Section 2 • Lesson 5 (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 3 Theory: 6 Lab: 2	Section 2 • Lesson 6 (1.5 hours)	Section 2 • Lesson 6 continued (1.5 hours)	Section 2 • Lessons 7-9 (1.5 hours)	LAB/Skills Session #1 (2 hours) Break: 30 minutes	Section 3 • Lessons 1-2 (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 4 Theory: 7.5 Lab: 2	Section 3 • Lesson 3 (1.5 hours)	Section 3 • Lessons 4-5 (1.5 hours)	Section 3 • Lesson 6 (1.5 hours)	Section 3 • Lesson 6 continued (1.5 hours)	Section 3 • Lessons 7-10 (1.5 hours)	LAB/Skills Session #2 (2 hours) Break: 30 minutes
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 5 Theory: 7.5	Section 4 • Lessons 1-2 (1.5 hours)	Section 4 • Lesson 3 (1.5 hours)	Section 4 • Lessons 4-6 (1.5 hours)	Section 4 • Lessons 7-9 (1.5 hours)	Section 5 • Lessons 1-2 (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 6 Theory: 6 Lab: 4	Section 5 • Lessons 3-4 (1.5 hours)	Section 5 • Lesson 5 (1.5 hours)	Section 5 • Lessons 6-7 (1.5 hours)	LAB/Skills Session #3 (2 hours) Break: 30 minutes	Section 5 • Lessons 8-10 (1.5 hours)	LAB/Skills Session #4 (2 hours) Break: 30 minutes
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 7 Theory: 7.5	Section 6 • Lessons 1-2 (1.5 hours)	Section 6 • Lesson 3 (1.5 hours)	Section 6 • Lessons 4 (1.5 hours)	Section 6 • Lessons 5-6 (1.5 hours)	Section 6 • Lesson 7 (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 8 Theory: 7.5 Labs 2	Section 6 • Lessons 8-9 (1.5 hours)	Section 7 • Lessons 1-2 (1.5 hours)	Section 7 • Lessons 3-5 (1.5 hours)	Section 7 • Lessons 6-7 (1.5 hours)	Section 7 • Lessons 8-10 (1.5 hours)	LAB/Skills Session #5 (2 hours) Break: 30 minutes
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 9 Theory: 6 Lab: 2	Section 8 • Lessons 1-2 (1.5 hours)	Section 8 • Lesson 2 continued (1.5 hours)	Section 8 • Lessons 3-5 (1.5 hours)	LAB/Skills Session #6 (2 hours) Break: 30 minutes	Section 8 • Lessons 6-7 (1.5 hours)	

Mountainview 12 Week Course Summary

Total Course Hours: 133.5

Theory: 75.5

Lab: 18

Clinical: 40

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 10 Theory: 6 Lab: 4	Section 9 Lessons 1-5 (1.5 hours)	Section 9 Lessons 6-8 (1.5 hours)	Section 10 Lessons 1-2 (1.5 hours)	LAB/Skills Session #7 (2 hours) Break: 30 minutes	REVIEW- self paced instruction & meet with instructor as needed (1.5 hours)	LAB/Skills Session #8 (2 hours) Break: 30 minutes
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 11 Theory: 6 Lab: 2	REVIEW- self paced instruction & meet with instructor as needed (1.5 hours)	REVIEW- self paced instruction & meet with instructor as needed (1.5 hours)	REVIEW- self paced instruction & meet with instructor as needed (1.5 hours)	LAB/Skills Session #9 (2 hours) Break: 30 minutes	REVIEW- self paced instruction & meet with instructor as needed (1.5 hours)	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 12 Clinical: 40	CLINICAL HOURS at the facility (8 hours) Break: 30 minutes	CLINICAL HOURS at the facility (8 hours) Break: 30 minutes	CLINICAL HOURS at the facility (8 hours) Break: 30 minutes	CLINICAL HOURS at the facility (8 hours) Break: 30 minutes	CLINICAL HOURS at the facility (8 hours) Break: 30 minutes	



Navigating Guidelines

1. Go to CNA Edge site: <https://mancusohomes.training.straightawayhealth.com>
2. Login with any of the following credentials:

User ID: **Virginia**

Password: **Welcome123**

1. If prompted click "Remind me later" rather than Get Started, if prompted.
2. You are now viewing the Instructor's dashboard. To view the course, click "Back to Learner" in the top left-hand corner.
3. "Current Lesson" indicates where you are in the course. To start from the beginning, you can click "Start here" and you will progress through the course in order it's presented.
4. To move around the course, go to Syllabus and click on "Go to Syllabus".
5. There are 10 **SECTIONS**, based around the story of each fictional character in a nursing facility.
6. Click on Details in each section to expand and show you the **LESSONS** which indicate the topics covered.
7. Click on a Lesson to expand and show you the **ASSETS** presented in each lesson.

The CNA Edge alignment document indicates where each standard is covered.

For example: 4.6.2 corresponds to Section 4 ("Helen"), Lesson 6 (Helen's Manic Episode"), Asset #2 ("Episode 27 Ghost Bird").

****Due to frequent updates the Asset number may appear slightly out of numerical order, but should be easily located by title.**



COMMONWEALTH of VIRGINIA

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January 24, 2019

Nancy Burandt, LNHA
Grace Health and Rehabilitation Center of Greene County
355 Williams Mills Drive
Stanardsville, Virginia 27519

Dear Ms. Burandt:

The Board of Nursing received an application for a nurse aide education program from you on December 11, 2018. The application has been reviewed and we are requesting additional information before we can proceed with the application approval.

1. Clarification of the name of the agency; the application states Grace Healthcare and Rehabilitaiton center of Greene County and the Virginia Department of Health's license indicates Grace Health and Rehab of Greene County as the official name;
2. Clarification of the phone number submitted with the application. Board staff called the number asking to speak to Deanne Mullins, who has been identified as the program coordinator and primary instructor, and staff was told we had the wrong number;
3. An explanation about the difference in the agency name and the program title; it is unclear what the relationship is between Grace Health and Rehabilitation Center of Greene County and Mountainview Nurse Aide Training;
4. The application suggests that "Grace Healthcare" is seeking approval for 31 of their skilled facilities to offer a nurse aide program; this application is only for the location in Stanardsville;
5. Clarification of the role of Deanne Mullins. It is difficult to determine when and how she will interact and instruct the nurse aide students with the on-line format, skills time, and clinical time. It is also noted that she is the primary instructor for another nurse aide education program; how will she manage the oversight for two programs at the same time? Please submit a detailed description and outline of how she will interact with the students throughout the program;
6. Clarification of the relationship between Grace Health and Rehab, CNAEDGE, Straightaway Health Careers, and Greene County Tech Center; please submit affiliation agreements and the responsibilities of each entity;
7. What kind of access will the students have to the skills lab?;

Grace Health and Rehabilitation Center of Greene County
January 24, 2019
Page 2

8. There is indication on the application that the curriculum will be reviewed and adjustments made as needed; what entity will make those changes?;
9. Complete pages 7, 8, and 9 of the application indicating where the Board of Nursing regulations can be found in the materials included with CNAEDGE.;
10. There is a reference in the application material regarding "In classroom assessment will be administered to assess the student's mastery of the course"; please be specific on how that will occur;
11. Revise the calendar and clarify "course knowledge based questions – Activities", Content regarding "advanced certified nurse aide" (this application is for a basic nurse aide program); include a master schedule that shows the theory hours, skills lab hours, and clinical hours in one place; list all days of skills lab in one place and what will be taught during each skills lab day; and
12. Re-set access to CNA EDGE, as staff was not able to access.

If you want this application to be considered before the Education Informal Conference Committee on March 6, 2019, please submit the additional information to me by February 6, 2019.

If you have any questions, please contact me at (804) 367-4597 or paula.saxby@dhp.virginia.gov.

Sincerely,



Paula B. Saxby, R.N., Ph.D.
Deputy Executive Director

C: Deanne Mullins, RN, Program Coordinator and Primary Instructor

DEC 11 2018
DHP

December 6, 2018

Virginia Board of Nursing
Attention Dr. Paula Saxby
9960 Mayland Drive #300
Henrico, Va. 23233

Dear Dr. Saxby,

Please find enclosed the application to establish a Nurse Aide Education Program at Grace Health and Rehab of Greene County located in Stanardsville, VA. Due to the interest that has been received for this program, it would be greatly appreciated if the Board could review this application at the January Board meeting. I realize this is a hybrid program, but I strongly feel that this program will be successful due to all of the support and resources that are available to us and to the students. If you have any questions, please feel free to give me a call.

Sincerely,



Nancy Burandt, LNHA

Administrator

355 William Mills Drive
Stanardsville, VA 22973

p 434.985.4434

f 434.985.2499

www.gracehc.com

December 4, 2018

Commonwealth of Virginia Department of Health Professions

Board of Nursing

Perimeter Center

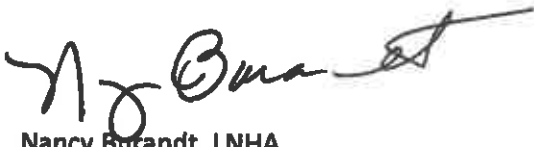
9960 Mayland Drive, Suite 300

Richmond, Virginia 23233-1463

To whom it may concern:

Grace Healthcare is the parent company of Grace Health and Rehab of Greene County and will support Grace Health and Rehab in providing resources for the nurse aide education program.

Grace Health and Rehab of Greene County will provide the financial support and resources for the nurse aide education program sufficient to meet the Board of Nursing requirements.



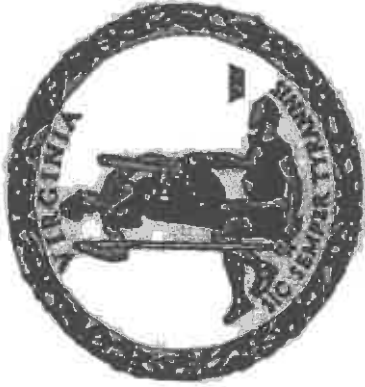
Nancy Burandt, LNHA

Administrator

355 William Mills Drive
Stanardsville, VA 22973

p 434.985.4434
f 434.985.2499

www.gracehc.com



**Commonwealth of Virginia
Virginia Department of Health**

Nursing Home License Number: **NH2551**

*In accordance with the provisions of Title 32.1, Chapter 5, Article 1,
of the Code of Virginia 1950, as amended.*

Standardsville Healthcare, LLC
(Operator)

Is Authorized to Operate,

Grace Health and Rehab of Greene County
(Nursing Home Organization)

a Nursing Home, located at:

355 William Mills Drive, Standardsville, Virginia 22973

Approved Capacity **90** Beds

Expiration **12/31/2018**

*12/31/2019 per VDH
POS*

Maryssa J. Levine, MD, MPH
Maryssa J. Levine, MD, MPH
State Health Commissioner

Erik O. Bodlin, Director
Erik O. Bodlin, Director
Office of Licensure and Certification

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HEALTH PROFESSIONS
BOARD OF NURSING
Perimeter Center
9960 Mayland Drive, Suite 300
Richmond, Virginia 23233-1463
(804) 367-4639**

**Application to Establish A Nurse Aide Education Program
(Please type)**

1. Name and Address of Program Provider:

Agency: Grace Healthcare and Rehabilitation Center of Greene County

Street: 355 Williams Mills Drive

City: Standardsville, VA 27519

Phone Number: (434) 334-3002 27519
(Area Code) (Zip Code)

e-mail Address: _____

Administrative Officer of the Program: Deanne Mullins, RN
Name Title

Program Coordinator (Must be a Registered Nurse): Deanne Mullins, RN

2. General Program Elements:

Program Title: Mountainview Nurse Aide Training *(where is this located?)*

Beginning Date of First Class: Upon approval by the Board of Nursing

Frequency of program offering: Quarterly

Maximum number of learners in each program session: 10

Hours: Total 133.5; Classroom (including Core Hours and Skills Lab) 93.5; Clinical 40

Faculty to learner clinical ratio: 1:10 (max)

Nursing facility based (licensed nursing home or Medicare/Medicaid certified skilled or intermediate care facility/unit): Yes X No _____

Financial support and resources sufficient to meet the Board of Nursing Regulations: Mountainview Nurse Aide Training will be run/operated by Grace Healthcare & Rehabilitation of Greene County which is owned and operated by Grace Healthcare Support Services, a privately-owned corporation consisting of 31 Skilled Nursing and Assisted Living Facilities. As such, each facility within Grace Healthcare is seeking to develop and conduct Nurse Aide Training programs has been provided the financial ??

resources and support to do so. Grace Healthcare's mission is to make a positive impact on our residents, staff, and communities by investing in better recruitment, training, and support of our CNAs.

3.a. Clinical Resource(s) used for Clinical Learning Experiences of Students:

Name of Agency	Address	Type (licensed nursing home; Medicare/Medicaid certified units)
Grace Healthcare and Rehabilitation of Greene County	355 Williams Mills Drive, Standardsville, VA 27519	Licensed Nursing Home

3.b: Have any of the above agencies used for clinical learning experiences of students been subject to penalty or penalties as provided in 42 CFR 483.151(b)(2) (Medicare and Medicaid Programs, Nurse Aide Training and Competency Evaluation Programs, effective April 1, 1992) during the past two years? Yes _____ No

If "yes", state name of agency.

4. Learner Identification:

Briefly describe how learners are identified and recognizable to clients, visitors and staff when in the clinical setting.

All student will be provided with and required to wear a badge at all times in the facility that includes their name, the facility name, and their title "Nurse Aide Student"

5. Instructional Personnel:

Need to understand her role

A. Primary Instructor

1. Name: Deanne Mullins, RN Virginia R.N. license number: 0001232409
or copy of Multi-State Privilege Compact License and number _____

Exp. 10/31/2020

How is she going to conduct 12 program.

2. List work experiences as a Registered Nurse for the past five years and RN experience in long term care at any time in your RN career.

Dates From To	Employer, Address & Phone Number	Type Facility	Type Clients	Duties/Responsibilities
7/2017 to present	Greene County Public Schools 40 Celt Rd, Standardsville VA 22973 (434)939-9000	Tech Ed Center	CNA Students	Program Director and Primary Instructor Nurse Aide Students
9/2016-8/2017	UVA Medical Center Charlottesville, VA	Acute Care	Critical Care	Staff Nurse Trauma, Burn, Surgery
8/2015-9/2016	UVA Continuum Home Health	Post-Hospital	Home Health	Case Manager

3. Competence to teach adults

a. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From To	School & Location	Course Title & Description	Clock Hours	Credit Hours C.E.U.S.
09/28/17-09/29/2017	VACE Training	Train the Trainer for Nurse Aide Instructors	10	10

b. Experience in teaching adult learners within the past five years.

Dates From To	Adult Learner Population(s) Taught	Agency & Location	Duties
07/2017-present	Nurse Aide Students	Greene County Public Schools 40 Celt Rd, Standardsville VA 22973 (434)939-9000	Primary Instructor Program Coordinator

B. 1. Other Instructional Personnel (Registered Nurse)

a. Name: _____ Virginia R.N. license number: _____
or a copy of Multi-State Privilege Compact License and number: _____

b. Direct patient care experience as an R.N. for the past five years.

Dates From To	Employer, Address & Phone Number	Direct Patient Care Experience

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c. Competence to teach adults:

1. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From	To	School & Location	Course Title & Description	Clock Hours	Credit Hours or C.E.U.S.

2. Experience in teaching adult learners within the past five years.

Dates From	To	Adult Learner Population(s) Taught	Agency & Location	Duties

B. 2. Other Instructional Personnel (Licensed Practical Nurse)

a. Name: _____ Virginia L.P.N. license number: _____
 or a copy of Multi-State Privilege Compact License and number: _____

b. Direct patient care experience as an LPN for the past five years.

Dates From	To	Employer, Address & Phone Number	Direct Patient Care Experience

--	--	--

e. Competence to teach adults:

1. Course(s) beyond basic nursing education taken and completed in principles and methods of adult learning.

Dates From To	School & Location	Course Title & Description	Clock Hours	Credit Hours or C.E.U.S.

2. Experience in teaching adult learners within the past five years:

Dates From To	Adult Learner Population(s) Taught	Agency & Location	Duties

B. 3. Other Instructional Personnel (Resource Personnel)

Name	Credential(s)	Role in Nurse Aide Program	Years of Experience in his/her field

--	--	--	--

6. Classroom Facilities:

Describe classroom facilities including conditions of comfort, safety, lighting, space and equipment. (Include audio-visual equipment, teaching models, manikins, bed, bedside unit, hand washing stations, etc.).

Grace Healthcare has partnered to use CNA Edge, a Nurse Aide Training program course that students can complete independently via computer or mobile device. An instructor will monitor oversight of each student's progress (detailed information attached). They will be notified prior to course starts of the need for personal access to a computer or mobile device on which to complete the training and will be oriented to the course on the first day of the course, in the facility's conference room. Students must be present at the facility for all skills and clinical portions of training. There are 2 handwashing stations available to students in the lab space during skills practice and attached is a complete list of equipment to be available for laboratory training.

The Greene County Tech Center Nurse Aide Program (10415 Spotswood Trail, Standardsville, VA 22973) will serve as the dedicated laboratory space for skills practice and includes a projector, smartboard, 12 beds, 3 mannequins, handicap access, restrooms, lockers, 10 wheelchairs, desk with chairs, refrigerator/microwave available for use. This space will also be used for the student orientation portion of theory training.

*Access ??
Affiliation agreement*

7. Records of Graduates' Performance:

a. Describe record keeping system for maintaining reports from the testing service of the overall (not individual) performance of graduates on the state approved competency evaluation and how frequently these reports will be reviewed with faculty and the curriculum adjusted as needed.

Electronic score reports from Pearson Vue will be printed and maintained in secure student records in a locked file in the Business Office at the facility. Collective scores will be reviewed by the Program Coordinator, Primary Instructor, and Administrator at each course end. At that time, curriculum will be reviewed and any adjustments needed to skills training and/or the curriculum and its presentation will be determined prior to the next course.

1 By whom? CNA Edge

b. Briefly describe how skill records for individual graduates are maintained including providing a copy to graduates.

Skills will be monitored and recorded on the skills checklists (attached). A copy of each checklist will be placed in each student's file as well as copies given to students upon completion of the course.

8. Records of Disposition of Complaints:

Describe briefly the procedure and record keeping system used for showing disposition of complaints against the nurse aide education program
Students will be provided the attached policy outlining the student grievance procedure.

9. Curriculum Content: For each area of curriculum content listed below, please indicate the unit and page number

To: Individuals/Facilities interested in establishing a nurse aide education program

From: Paula B. Saxby, R.N., Ph.D., Deputy Executive Director
Virginia Board of Nursing

Subject: Instructions for completing the Application to Establish a Nurse Aide Education Program

The attached Application to Establish a Nurse Aide Education Program has been developed to assist individuals/facilities who want to establish a nurse aide education program. Information provided on the form must be legible; **please type or print**. Please use the Virginia Board of Nursing approved designation of "Nurse Aide" when completing this application.

Page 1 of the application:

- 1) Provide the complete address of the proposed program, including Suite number or building number, as appropriate.
- 2) The "Beginning Date of First Class" may not be before the Board of Nursing approval of the application.
- 3) Check "No" for "Nursing facility based" if the individual/facility providing the nurse aide education program is not part of an organization that is also a licensed nursing home or Medicare/Medicaid certified skilled/intermediate care facility.

Page 2 of the application:

- 1) Identify the name, complete address and type of facility for the clinical facility where the students will have their clinical experience. Regulations require that at least 35 hours of the required 40 hours of direct client care clinical experience must be in a nursing home located in Virginia and licensed by the Virginia Department of Health. Assisted living facilities do not meet this requirement, but may be used for clinical hours above 35 hours.
- 2) When describing how learners are identified and recognizable include a description of the name badge students will wear, including the title Nurse Aide Student, as well as their attire during their clinical experience.

Page 3, 4, and 5 of the application:

- 1) For each instructor complete the appropriate Instructional Personnel Form, Primary Instructor, Other Instructional Personnel (RN), Other Instructional Personnel (LPN). A curriculum vitae or resumé does not replace the Instructional Personnel form which must be included with the application.
- 2) Primary Instructor:
 - a) must be a Registered Nurse who holds a current unrestricted license in Virginia or a multistate licensure privilege
 - b) have two years' experience as a registered nurse within the previous five years
 - c) have at least one year experience in the provision of long-term care experience or one year previous teaching experience in a nurse aide education program or one year experience supervising nursing students in a nursing facility
- 3) Other Instructional Personnel (RN)
 - a) must be a Registered Nurse who holds a current unrestricted license in Virginia or a multistate licensure privilege
 - b) have at least one year direct patient care experience as a registered nurse
- 4) Other Instructional Personnel (LPN)
 - a) must be a licensed practical nurse with a current, unrestricted Virginia license or a multistate licensure privilege
 - b) graduated from a state-approved practical nursing program
 - c) have at least two years direct patient care experience as a licensed practical nurse
- 5) All Instructional Personnel:
 - a) satisfactory completion of a course in teaching adults, such as a Train-the-Trainer for Nurse Aide instructors. Include a copy of the completion certificate with the nurse aide education program application.
 - b) or, have experience teaching adults or high school students

Page 6 of the application:

- 1) Classroom facilities:
 - a) provide a description of all the equipment and supplies available for students and instructors. A list of supplies and audiovisuals may be attached to the application.
 - b) identify how many hand washing stations with running water are available in the skills lab.

- 2) **Records' of Graduates Performance:**
 - a) describe how the nurse aide program will store the NNAAP exam scores that are received electronically from the testing service whenever a graduate takes the NNAAP exam
 - b) identify how frequently the faculty will review the NNAAP test results with the goal of adjusting the curriculum to provide more assistance on the skills that are most frequently failed
 - c) describe how the program will maintain the Skills Record for each graduate, including how long the Skills Record will be kept
 - d) identify what documents the graduate is given at the completion of the program (certificate of completion and copy of Skills Record)

Page 7 of the application:

- 1) **Records of Disposition of Complaints**
 - a) briefly describe the process for students, clients, client families to lodge a complaint regarding the nurse aide education program
 - b) describe how the nurse aide education program will maintain a file for complaints against the program
 - c) provide a copy of the Grievance/Complaint Policy with the final application to establish a nurse aide education program

Curriculum Content on Page 7 of the application:

- 1) If the nurse aide program is going to use the Virginia Board of Nursing approved nurse aide curriculum, do not complete Section 9, Curriculum Content. Instead of completing this section, provide a detailed document (e.g. syllabus or calendar) that identifies how the approved curriculum will be presented to the students. Identify the curriculum content (Unit number and page number of the approved curriculum) to be taught each day of the program. You may re-arrange the approved curriculum to meet the needs of your program, however documentation that all of the approved curriculum content is presented to the students must accompany the application to establish a nurse aide program.
- 2) If the nurse aide program opts not to use the Virginia Board of Nursing approved curriculum and chooses to write its own curriculum, complete Section 9, Curriculum Content. Using the Requirements for the Curriculum, per regulation 18VAC90-26-40 found on page 7 of the "Regulations for Nurse Aide Education Programs" (available for download at <http://www.dhp.virginia.gov/nursing>) create a detailed topical outline of material to be taught to your students. Write an objective for each of the curriculum requirements that correspond to the content in your topical outline. Write the number of the Unit of Instruction on the first line of Section 9 and the page of the topical outline where the content is located on the second line. Do not write the page number of a textbook on the second line in Section 9.

Attachment 1 – Program Objectives:

- 1) provide the objectives for the nurse aide program, including that graduates of the nurse aide program will be eligible to take the NNAAP examination. These are not student objectives. Rather these are the reason you want to provide a nurse aide education program.

Attachment 2 – Unit Objectives

- 1) if the nurse aide program opts to use the Board approved curriculum, this attachment does not need to be included with the final application
- 2) if the nurse aide program chooses to write its own curriculum, include the objectives for each unit of instruction

Attachment 3 – Topical Outline

- 1) if the nurse aide program opts to use the Board approved curriculum, this attachment does not need to be included with the final application
- 2) if the nurse aide program chooses to write its own curriculum, include the topical outline for each unit of instruction. The unit objectives may be in the same document as the topical outline.

Attachment 4 – Classroom Schedule

- 1) using a calendar or syllabus format, provide documentation of the beginning and ending time for each class
- 2) when calculating hours for the curriculum, do not include mealtime
- 3) for each day of instruction include the topics to be taught
- 4) identify skills lab time

Attachment 5 – Clinical Schedule

- 1) using a calendar format, provide documentation of the beginning and ending time for each clinical session
- 2) when calculating hours for clinical experience, do not include mealtimes

Attachment 6 – Teaching Methods

- 1) describe how the primary instructor will present content to the students (e.g. lecture, discussion, videos, etc.)
- 2) include “demonstration and return demonstration in skills lab and in clinical”

Attachment 7 – Evaluation Methods (class and clinical)

- 1) describe how students will be graded in class
 - a) grading scale
 - b) passing grade
 - c) must student pass classroom to enter clinical and/or to successfully complete the program?
- 2) skills lab
 - a) how will student be graded
 - b) must student pass skills lab to enter clinical?
- 3) clinical
 - a) how will student be graded
 - b) must student pass clinical to successfully complete the program?

Attachment 8 – Learner Skill Record

- 1) if the nurse aide program opts to use the Board approved Skills Record, this attachment does not need to be included with the final application
- 2) if the nurse aide program chooses to create its own Skills Record provide a copy of the program's Skill Record
- 3) include a section for skill check-off in the skills lab and a section for skill check-off during the clinical experience
- 4) include the name of the nurse aide education program and the name of the student on every page of the Skill Record
- 5) have a signature page at the end of the Skill Record for the instructor and the student to sign and date the completed record at the end of the clinical experience

Attachment 9 – Proof of financial support

- 1) provide a letter, on letterhead, from the Administrator of the parent organization stating that the parent organization will provide financial support and resources sufficient to meet the Board of Nursing requirements

Attachment 10 – Guidance Document 90-55

- 1) provide documentation (e.g. a signature page) , that each student has received, read and understands Guidance Document 90-55 (available at <http://www.dhp.virginia.gov/nursing>)

Attachment 11 – Licenses and Permits

- 1) provide current copy of business license
- 2) provide current copy of building/zoning permit

Attachment 12 – Agreement of Cooperation

- 1) provide copy of signed Agreement of Cooperation with the clinical facility where students will go for their clinical experience

If you have any questions as you are working on this application to establish a nurse aide program please contact the office of Dr. Paula Saxby. You may e-mail any questions to Ann Hayes, RN at ann.hayes@dhp.virginia.gov.

Revised February 2018

in the topical outline or objectives where content is included.

The attached documentation (Lesson Plans and CNA Edge Manual) outlines how and where the program will deliver all of Virginia's required curriculum content.

	<u>Unit No. of Instruction</u>	<u>Page No. of Topical Outline</u>
1. Initial Core Curriculum (at least 16 hours).		
a. Communication & interpersonal skills.		
b. Infection control.		
c. Safety and emergency measures, including dealing with obstructed airways and fall prevention.		
d. Promoting client independence.		
e. Respecting clients' rights.		
2. Basic Skills.		
a. Recognizing changes in body functioning and the importance of reporting such changes to a supervisor.		
b. Measuring and recording routine vital signs.		
c. Measuring and recording height and weight.		
d. Caring for the clients' environment.		
e. Measuring and recording fluid and food intake and output.		
f. Performing basic emergency measures.		
g. Caring for client when death is imminent.		
3. Personal Care Skills.		
a. Bathing and oral hygiene.		
b. Grooming.		
c. Dressing.		
d. Toileting.		
e. Assisting with eating and hydration including proper feeding techniques.		
f. Caring for skin, to include prevention of pressure ulcers.		
g. Transfer, positioning and turning.		

Need to complete this section using the CNA Edge Curriculum

(Curriculum content continued, # 9)

	<u>Unit No. of Instruction</u>	<u>Page No. of Topical Outline</u>
4. Individual Client's Needs Including Mental Health and Social Service Needs.		
a. Modifying the aide's behavior in response to behavior of clients.		
b. Identifying developmental tasks associated with the aging process.		
c. Demonstrating principles of behavior management by reinforcing appropriate behavior and causing inappropriate behavior to be reduced or eliminated.		
d. Demonstrating skills supporting age appropriate behavior		

by allowing the client to make personal choices, and by providing and reinforcing other behavior consistent with clients' dignity.

- e. Utilizing client's family or concerned others as a source of emotional support.
- f. Responding appropriately to client's behavior; including, but not limited to, aggressive behavior and language.
- g. Providing appropriate clinical care to the aged and disabled.
- h. Providing culturally sensitive care.

_____	_____
_____	_____
_____	_____
_____	_____

5. Care of the Cognitively or sensory (visual and auditory) Impaired Client.

- a. Using techniques for addressing the unique needs And behaviors of individuals with dementia (Alzheimer's and others).
- b. Communicating with cognitively or sensory impaired residents.
- c. Demonstrating an understanding of and responding appropriately to the behavior of cognitively or sensory impaired clients.
- d. Using methods to reduce the effects of cognitive impairment.

_____	_____
_____	_____
_____	_____
_____	_____

6. Skills for Basic Restorative Services.

- a. Using assistive devices in transferring, ambulation, eating and dressing.
- b. Maintaining range of motion.
- c. Turning and positioning, both in bed and chair.
- d. Bowel and bladder training.
- e. Caring for and using prosthetic and orthotic devices.
- f. Teaching the client in self-care according to the client's abilities as directed by a supervisor.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Clients' Rights.

- a. Providing privacy and maintaining confidentiality.
- b. Promoting the client's right to make personal choices to accommodate individual needs.
- c. Giving assistance in resolving grievances and disputes.
- d. Providing assistance necessary to participate in client and family groups and other activities.
- e. Maintaining care and security of the client's personal possessions.
- f. Promoting the resident's rights to be free from abuse, mistreatment and neglect and the need to report any instances of such treatment to appropriate staff.
- g. Avoiding the need for restraints in accordance with current professional standards.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Legal and regulatory aspects of practice as a certified nurse aide, including, but not limited to, consequences of abuse, neglect, misappropriation of client property and unprofessional conduct.

_____	_____
-------	-------

9. Occupational health and safety measures.

10. Appropriate management of conflict.

ATTACH TO THIS APPLICATION A DESCRIPTION OF THE PROGRAM INCLUDING:

1. Program Objectives. (attached)
2. Unit Objectives (stated in behavioral terms including measurable performance criteria). (attached in CNA Edge Manual
3. Topical outline and sequence for each unit of instruction (attached lesson plans)
4. Classroom Schedule. (see lesson plan above)
5. Clinical Schedule. (see lesson plan above)
6. Teaching Methods. (see CNA Edge Manual
7. Evaluation Methods (classroom and clinical). (see lesson plan above)
8. Learner Skill Record.
9. Proof of financial support and resources sufficient to meet Board of Nursing requirements.
10. Evidence of providing each student a copy of applicable law regarding criminal history checks for employment in certain health care facilities, and a list of crimes which pose a barrier to such employment. (included in lesson plans)
11. Copy of Business License and Building/Zoning Permit.
12. Copy of signed Agreement of Cooperation for clinical experience/site

I certify that the information in this application, including attachments, accurately represents the nurse aide education program for which approval by the Virginia Board of Nursing is being requested.

Deanne W. Mullins RN

Signature of Administrative Officer or Program Coordinator

Phone Number: (434) 953-6016 (cell)

(Form may be copied)

Date: 11/30.2018

Revised November 2017

Email: dmullins@greencountyschools.com

The Mountainview Nurse Aide Training Program will be conducted by Grace Healthcare of Greene County Healthcare and Rehabilitation in Stanardsville, VA.

Program Purpose

The purpose of the training program is to expand the field of well-qualified and well-trained individuals capable of providing caring and competent care within long-term care. Our aim is to offer a learning environment that fully prepares students for the realities, demand, and rewards of the job, with an emphasis on the resident and caregiver relationship. Graduates of Mountainview Nurse Aide training Program will be prepared to take the NNAAP Certification Exam.

Program Goals

This course has been designed to meet the Nurse Aide Training Program curriculum and course requirements outlined by the Virginia State Board of Nursing (<https://www.dhp.virginia.gov/nursing/>). The goal of the program is to prepare with the knowledge, skills and judgement necessary to execute the job of a CNA. After completion of the course, students will be prepared to take the NNAAP Certification Exam and become competent and caring members of the healthcare team.

Student Objectives

Upon completion of the course students will be able to

1. Describe and demonstrate the skills necessary to the role of the CNA in long-term care, including communication, professionalism, recording and reporting, ethics, and legal responsibilities.
2. Identify responsibilities of the healthcare team in a long-term care setting.
3. Demonstrate proficiency in basic medical knowledge and terminology as it relates to the role of the CNA in patient/resident care.
4. Demonstrate ethical and moral behavior in the provision of patient/resident care.
5. Demonstrate proficiency with clinical skills required for state certification .
6. Students will be eligible to take the Virginia state NNAAP certification exam.

Additional Info

Laboratory

All nurse assistant students must demonstrate proficiency of the skills listed on Skills Record form. These skills are evaluated by the instructor during laboratory hours. The skills practiced will be those tested as part of the NNAAP Certification Exam in Virginia. Skills are outlined the Candidate Handbook by PearsonVue, which will be provided to students prior to laboratory.

Teaching methods:

Instructor description

Instructor demonstration

Student demonstration on mannikin

Student demonstration on fellow students

Evaluation methods:

Once the skill is demonstrated by the student for the instructor, a grade of Satisfactory or Unsatisfactory will be noted on the Skills Record under "Lab".

practice skills in lab and then will be assigned to assist residents at the Grace Healthcare of Green County skilled nursing facility. Activities of daily living and rehabilitation procedures will be emphasized.

Teaching methods:

Instructor description

Instructor demonstration

Student demonstration on mannikin

Student demonstration on fellow students

Evaluation methods:

Once the skill is demonstrated by the student for the instructor, a grade of Satisfactory or Unsatisfactory will be noted on the Skills Record under "Clinical". The clinical grade will be based upon clinical performance, participation, and instructor evaluation. A student must receive a Pass grade by completing all Virginia Candidate Handbook skills with a satisfactory evaluation.

Students must pass both the theory and the clinical portions of training to become eligible to take the Virginia NNAAP Certification Exam.

affiliation agreement

1) **Students will be using technology to receive the classroom curriculum...what provisions will be made to provide 24/7 technical support for the students?** Straightaway Health Careers' Client Care Department functions as the technical and program support for students and instructors. Instructors can submit support tickets and a Client Support Specialist will work to resolve their issues immediately and is available 7 days per week. Student concerns will be addressed first by their instructor. If the instructor cannot resolve the issue, the Client Care Department will work with the instructor to resolve the issue. Straightaway Health Careers is available to visit programs onsite for implementation and/or other assistance.

2) **How will you determine the hours in the classroom portion of your NAEP?**
The CNA Edge course is approximately 60 hours in length. This, paired with at least 20 hours of laboratory/skills training will serve to meet the required 80 hours of classroom/skills training in VA.

??

3) **How will you determine how much time a student should spend on each topic?** The lesson plans/syllabus outline the time spent on each topic.

4) **How will you assure that the student has completed the required number of classroom hours?**

- a. **For example, how will you know that the student was actually in front of and engaged with the computer/mobile device and did not just turn it on and then walk away; or**
- b. **Have someone else at the computer/mobile device?**

*how?
& when?*

The following will prevent fraudulent activity: 1) Students will have a secure login, 2) the instructor will monitor student progress on the SLMS dashboard and through live check-ins. The instructor will be responsible for maintaining communication with each student to ensure that the student is taking the course and to reaffirm their learning 3) the student is unable to advance through the courseware without completing the prior content assets, including knowledge checkpoints and quizzes (20 section tests and a final exam) 4) Classroom assessment will be

??

5) How will you verify mastery of the classroom material by the student (and not someone else)?

In classroom assessments will be administered to assess the student's mastery of the course.

?? how's when

6) I will need to verify that the CNA Edge curriculum meets the curriculum requirements for Virginia. How will I and the BON access that information?

The attached CNA Edge Alignment that was previously sent to you by Jill Morris at Straightaway maps how and where all Virginia required curriculum content is covered.

Need
to complete
pages 7-9 of
the application.

Student Grievance Policy

Mountainview Nurse Aide Training Program supports the policy of guaranteeing every student the rights to grieve or appeal any official action or incident that, in the judgment of the affected student, is unfair or precludes his/her full realization of equal education opportunities.

All complaints/grievances about the program should first be referred to the Program Instructor. If reasonable attempts to resolve complaints/grievances, concerns persist the student may appeal to the facility Administrator at Grace Healthcare and Rehabilitation of Greene County. The student should put their complaint/grievance in writing and send to:

Administrator
Grace Healthcare and Rehabilitation of Greene County
355 William Mills Dr
Standardsville, VA 22973

All staff will address complaints after receipt within 24 hours with the student. All complaints or grievances not resolved must be escalated within 24 hours.

The Administrator at Grace Healthcare and Rehabilitation of Greene County will have final determination on an escalated complaint/grievance and notify the student and instructor in writing of the outcome.

I have read and understand the Mountainview Nurse Aide Training Program Grievance Policy

Student Signature

Date

Mountainview
Nurse Aide Training Program
Guidance Doc 90-55 Acknowledgement

I, [name] _____ have received a copy of the Virginia Guidance Document 90-55. I understand the impact of the impact that criminal convictions may have on my potential employment as a Nurse Aide.

Student Signature

Print Name

Date

Instructor Signature

Print Name

Date

**Mountainview Nurse Aide Education Program
Skills Record**

Student Name _____ Facility Name _____

Rating Scale: S – satisfactory (student can perform the skill accurately with a minimum of prompting)

U – unsatisfactory (student requires significant prompting to perform the skill accurately)

* - skill identified in the Virginia Nurse Aide Candidate Handbook

Procedure	Skills Lab		Clinical		
	Lab Practice Date	Instructor Initial	Demo Date	S/U	Instructor Initial
1. Baths					
a. bed bath					
b. tub bath					
c. shower					
d. partial bath					
e. modified bed bath*					
2. Hygiene					
a. back care					
b. hair care					
c. nail care					
d. foot care*					
e. perineal care*					
f. catheter care*					
g. incontinent care					
h. shampoo					
3. Oral Care					
a. provide mouth care*					
b. clean dentures*					
4. Dressing					
a. dresses client with weak side*					
5. Bedmaking					
a. closed bed					
b. open bed					
c. occupied bed					

Mountainview Nurse Aide Education Program

Student Name _____

Procedure	Skills Lab		Clinical		
	Lab Practice Date	Instructor Initial	Demo Date	S/U	Instructor Initial
6. Nutrition and Hydration					
a. feed dependent client*					
b. assist client with feeding					
c. check and serve tray					
7. Comfort Measures					
a. transfers bed to chair using transfer belt*					
b. positions on side in bed*					
c. assist client with wheelchair					
d. assist with use of bedpan*					
8. Infection Control					
a. wash hands*					
b. don/remove gloves*					
c. don/remove mask					
d. don/remove gown*					
9. Measure and Record					
a. temperature					
b. pulse*					
c. respirations*					
d. blood pressure*					
e. height					
f. weight*					
g. intake and output*					
h. food intake					

Mountainview Nurse Aide Education Program

Student Name _____

Procedure	Skills Lab		Clinical		
	Lab Practice Date	Instructor Initial	Demo Date	S/U	Instructor Initial
10. Safety-Emergency					
a. use restraint alternatives					
b. side rails as ordered					
c. CPR (optional)					
d. dealing with obstructed airway					
11. Restorative Care					
a. apply knee-high elastic stocking*					
b. assist client to ambulate					
c. ambulate client using transfer belt*					
d. passive range of motion for knee and ankle*					
e. passive range of motion for shoulder*					
12. Post-mortem Care					
13. Attitudes of a Nurse Aide					
a. arrives on time					
b. uniform is complete					
c. neat and clean					
d. use appropriate medical terminology					
e. use appropriate language					
f. report to nursing staff before leaving unit					
g. report to instructor before leaving unit					

Mountainview Nurse Aide Education Program

Student Name _____

Skills Record Comments

Instructor Comments:

Instructor Signature _____ **Date** _____

Students Comments:

Student Signature _____ **Date** _____

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DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiently
Week 1 Day 1 2 theory hours	Classroom - Orientation	n/a	Intro to course Review course syllabus Discuss online study expectations Discuss online study best practices Review Guidance Doc 90-55 and sign acknowledgement Facility tour Requirements to become a Nurse Aide in VA	18VAC90-26-110 Requirements for initial certification as an advanced certified nurse aide	Understand how to be successful in course Understand the impact of criminal activity on their ability to be employed as a CNA Be familiar with the facility and classroom	Lecture Discussion	Guidance Doc 90-55	
Week 1 Day 2 1.5 theory hours	Student self-paced instruction	Section 1 Lessons 1-3	Introduction to the course structure and assets Introduction to the virtual faculty The role and responsibilities of the Nurse Aide Psychological, physical, and social changes of aging	18VAC90-26-40 A.8 18VAC90-26-40 A.4. b Identifying developmental tasks associated with aging process	Understand the course structure and how information is presented Gain familiarity with the presenters Understand the changes associated with aging	Self-paced - CNA Edge	Course Knowledge based questions - "Activities"	?
Week 1 Day 3 1.5 theory hours	Student self-paced instruction	Section 1 Lessons 4-5	Maslow's Hierarchy of Needs HIPPA and Confidentiality Communication best practices with residents and their families Legal and Ethical responsibilities of a Nurse Aide Resident's Bill of Rights Elder Abuse	18VAC90-26-40 A.1.a Communication and interpersonal skills 18VAC90-25-140 A.8 Legal and regulatory aspects of practice 18VAC90-25-140 A.7.a Providing privacy and maintaining confidentiality 18VAC90-25-140 A.7.f Promoting the client's right to be free from abuse, mistreatment, and neglect 18VAC90-25-140 A.7.a-g Client's rights	Understand basic needs of residents Demonstrate effective communication with resident and families Understand legal and ethical responsibilities of Nurse Aides and their impact on practice Understand purpose of resident Bill of Rights Understand components of elder abuse and	Self-paced - CNA Edge	Course Knowledge based questions - "Activities"	?

Week 1 Day 4 1.5 theory hours	Student self- paced instruction	Section 1 Lessons 6-7	Common Roles in Long-term care Interdisciplinary Teams Purposes and goals of long-term care What to do in an emergency	18VAC90-26-40 A.1.c Safety and emergency procedures	Understand the different roles in long-term care and describe an interdisciplinary team Describe the purpose and goals of long-term care Describe the steps to take in an emergency	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 1 Day 5 1.5 theory hours	Student self- paced instruction	Section 1 Lessons 8-9	Test taking strategies Section 1 material overview		Have an understanding of all material presented in Section 1 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Section 1 Quiz multiple choice	

Orientation	2
Theory	6
Lab	0
Clinical	0

Only Hours 6

DATE	Assignment In CNA Edge		Virginia Content	Objectives - Students will be able to do the following:		Teaching Methods	Evaluations Methods	Perform the following proficiently
	Location	Content		Admissions	the following:			
Week 2 Day 1 1.5 hours	Student self-paced instruction	Section 2 Lesson 1		Admissions	Understand the admissions process and the CNA role in resident admissions	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 2 Day 2 1.5 hours	Student self-paced instruction	Section 2 Lesson 2	18VAC90-26-40 A.2.b Measuring and recording vital signs 18VAC90-26-40 A.2.a Recognizing changes in body functioning	Vital Signs Physical Exam	Understand the importance of vital signs in the care of the resident and the CNA's role in monitoring vital signs. Understand the CNAs role in assisting with the physical exam	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 2 Day 3 1.5 hours	Student self-paced instruction	Section 2 Lesson 3	18VAC90-26-40 A.2.a Recognizing changes in body functioning 18VAC90-26-40 A.1.c Safety and emergency, dealing with obstructed airways	Injuries, Surgery & Musculoskeletal Disorders Emergency care	How to provide emergency care and rescue breathing Gain an understanding of injuries, surgery, musculoskeletal disorders, and their treatment.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 2 Day 4 1.5 hours	Student self-paced instruction	Section 2 Lesson 4	18VAC90-26-40 A.1.b Infection control	Wounds & Infection Control Part 1	Understand how to identify different types of wounds and how healthcare providers can help to prevent wounds in residents. Define infection controls and its purpose and understanding basics of handwashing	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Handwashing
Week 2 Day 5 1.5 hours	Student self-paced instruction	Section 2 Lesson 5	18VAC90-26-40 A.1.b Infection control	Infection Control Part 2	Understand ways to prevent the spread of infections in long-term care	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	

Theory	7/5
Lab	0
Clinical	0

Perform the following proficiently

Evaluations Methods

Teaching Methods

Objectives - Students will be able to do the following:

Virginia Content

Content

Assignment in CNA Edge

Location

DATE

DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiently
Week 3 Day 1 1.5 hours	Student self-paced instruction	Section 2 Lesson 6	Positioning, Rehabilitative & Restorative Care Range of Motion	18VAC90-26-40 A.6.c Turning and positioning 18VAC90-26-40 A.6.f Teaching client self-care 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b Maintaining range of motion	Understand how to support rehabilitative and restorative care Gain an introduction to transfers and movement of residents to facilitate their daily activities and care Gain an introduction to Range of Motion	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 3 Day 2 1.5 hours	Student self-paced instruction	Section 2 Lesson 6 Continued	Positioning, Rehabilitative & Restorative Care	18VAC90-26-40 A.6.c Turning and positioning 18VAC90-26-40 A.6.f Teaching client self-care 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b Maintaining range of motion	Understand how to support rehabilitative and restorative care Gain an introduction to transfers and movement of residents to facilitate their daily activities and care	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 3 Day 3 1.5 hours	Student self-paced instruction	Section 2 Lessons 7-9	Bed Baths, Transfers, & Discharges Test taking strategies Section 2 material overview	18VAC90-26-40 A.3.a Bathing and oral hygiene 18VAC90-26-40 A.6.a Using assistive devices 18VAC90-26-40 A.6.b	Learn about restorative care and procedures associated with it. Understand basics of transfers Observe and understand a resident discharge process Have an understanding of all material presented in Section 2 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Section 2 Quiz multiple choice	Bed baths Transfers
Week 3 Day 4 2 hours	SKILLS LAB onsite					In laboratory with instructor	Skills check off	Handwashing Bed baths Transfers

Handwritten notes:
 - Bed baths Transfers
 - Skills check off
 - In laboratory with instructor
 - Have an understanding of all material presented in Section 2 and be prepared to take the end of section quiz.
 - Observe and understand a resident discharge process
 - Understand basics of transfers
 - Learn about restorative care and procedures associated with it.
 - Understand how to support rehabilitative and restorative care
 - Gain an introduction to transfers and movement of residents to facilitate their daily activities and care
 - Gain an introduction to Range of Motion
 - Course knowledge based questions - "Activities"
 - Self-paced - CNA Edge
 - Section 2 Quiz multiple choice
 - Bed baths Transfers
 - Handwashing Bed baths Transfers

Week 3	Student self-paced instruction	Section 3	The Care Plan & Documentation Reporting & Recording Subjective and Objective Info	18VAC90-26-40 A.11	Understand the importance of documentation and effective communication in long-term care	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Measuring Height and Weight
Day 5		Lesson 1-2	Measuring Weight and Height	18VAC90-26-40 A. 2.c	Gain an introduction to skills related to measuring weight and height			
1.5 hours			Measuring Weight of a Non-Ambulatory Resident	Measuring and recording height and weight				
			Measuring Weight of an Ambulatory Resident					
Theory								
Lab								
Clinical								

DATE		Assignment in CNA Edge		Virginia Content		Objectives - Students will be able to do the following:		Teaching Methods		Evaluations Methods		Perform the following proficiency	
Week	Day	Location	Section	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiency				
Week 4	Day 1	Student self-paced instruction	Section 3 Lesson 3	Respiratory system COPD Oxygen therapy safety and guidelines Deep breathing and coughing		Become familiar with the respiratory system and ways to support residents who suffer from respiratory disorders Understand oxygen therapy, settings, and safety guidelines	Self-paced - CNA Edge	Course knowledge based questions - "Activities"					
Week 4	Day 2	Student self-paced instruction	Section 3 Lesson 4-5	Supporting Cardiovascular Care. Compression Stokings Supporting Care for Cancer Isolation Precautions Chain of Infection	18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.2.a Recognizing changes in body functioning	Understand the effects of cardiovascular disorders on residents and their signs and symptoms and care measures. Define isolation precautions and their use in long-term care Understand the chain of infection and transmission based precautions	Self-paced - CNA Edge	Course knowledge based questions - "Activities"					
Week 4	Day 3	Student self-paced instruction	Section 3 Lesson 6	Care for the Bedridden Resident Taking a Sputum Specimen Providing Mouth Care Denture Care Assisting with Elimination Assisting with Bedpan use Resident Dignity	18VAC90-26-40 A.7.a Providing privacy and confidentiality 18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.1.e Respecting client's rights 18VAC90-26-40 A.2.e Measuring and recording fluid and food intake and output 18VAC90-26-40 A.3.a Bathing and oral hygiene	Understand the complex nature of care for the bedridden residents and describe some of the care measures a CNA must employ. Gain an introduction to sputum specimens, mouth care, denture care, elimination, and bedpan use.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Sputum Specimen Mouth Care Denture Care Bedpans				

<p>Week 4 Day 4 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 3 Lesson 6 continued</p>	<p>Care for the Bedridden Resident Taking a Sputum Specimen Providing Mouth Care Denture Care Assisting with Elimination Assisting with Bedpan use Resident Dignity</p>	<p>18VAC90-26-40 A.7.a Providing privacy and confidentiality 18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.1.e Respecting client's rights 18VAC90-26-40 A.2.e Measuring and recording fluid and food intake and output 18VAC90-26-40 A.3.a Bathing and oral hygiene</p>	<p>Understand the complex nature of care for the bedridden residents and describe some of the care measures a CNA must employ. Gain an introduction to sputum specimens, mouth care, denture care, elimination, and bedpan use.</p>	<p>Self-paced - CNA Edge</p>	<p>Course knowledge based questions - "Activities"</p>	<p>Bed baths Transfers</p>
<p>Week 4 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 3 Lesson 7-10</p>	<p>Hospice and Palliative Care Patient choice DNR Emergency and End of life Care Post-Mortem Care Working with Families Self-care Test Preparation and Section 3 Review</p>	<p>18VAC90-26-40 A.3.f Basic emergency measures 18VAC90-26-40 A.3.g Caring for client when death is imminent 18VAC90-26-40 A.4.e Utilizing the client's family for emotional support 18VAC90-26-40 A.7.b Promoting client's rights to make personal choices and to accommodate individual needs</p>	<p>Understand and define hospice and palliative care and their role in long-term care. Understand patient choice and dignity. Define the stages of grief Understand the importance of self-care Define DNR Understand post-mortem care Understand the family's role and how to rely on them for client support Have an understanding of all material presented in Section 3 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>	<p>Course knowledge based questions - "Activities" Section 3 Quiz multiple choice</p>	
<p>Week 4 Day 6 2 hours</p>	<p>SKILLS LAB onsite</p>					<p>In laboratory with instructor</p>	<p>Skills check off</p>	<p>Sputum Specimen Mouth Care Denture Care Bedpans</p>
<p>Theory</p>	<p>7.5</p>							
<p>Lab</p>	<p>2</p>							

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DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiently
Week 5 Day 1 1.5 hours	Student self-paced instruction	Section 4 Lesson 1-2	Challenging Patients HIV Resident Behaviors Mental Health Needs Defense Mechanisms Discrimination Grievances and Disputes The Immune System Blood Borne Pathogens PPE	18VAC90-26-40 A.1.a Communication and interpersonal skills 18VAC90-26-40 A.1.e Respecting Clients rights 18VAC90-26-40 A.4.a. Modifying behavior in response to clients 18VAC90-26-40 A.4. c Identifying principles of behavior management 18VAC90-26-40 A.4.d Demonstrating skills supporting age-appropriate behaviors 18VAC90-26-40 A.4.f Responding to client behavior 18VAC90-26-40 A.7.c Assistance	Understand how to respond and manage difficult resident behavior Understand mental health needs of clients Understand discrimination and its effect on residents Understand how to handle complaints and grievances Gain and introduction to PPE and donning/removing PPE	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Donning and removing PPE
Week 5 Day 2 1.5 hours	Student self-paced instruction	Section 4 Lesson 3	Grooming Bathing and Showering Depression Hair care	18VAC90-26-40 A 3.b Grooming 18VAC90-26-40 A.3.a Bathing and oral hygiene 18VAC90-26-40 A.4.f Responding to client behavior 18VAC90-26-40 A.4.a. Modifying behavior in response to clients 18VAC90-26-40 A.4. c Identifying principles of behavior management	Understand how appropriate grooming helps clients feel good Gain an intro to bathing, showering, grooming, hair care, and shaving Describe signs and symptoms of depression and techniques for working with depressed residents.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Tub baths Whirlpool Showering Washing Hair Grooming Facial Hair & Makeup
Week 5 Day 3 1.5 hours	Student self-paced instruction	Section 4 Lessons 4-6	Immune System Infection Cycle Working with Combative Residents Mental Health Disorders Substance Abuse Suicide	18VAC90-26-40 A.1.b Infection control 18VAC90-26-40 A.4.f Responding to client behavior 18VAC90-26-40 A.4.a. Modifying behavior in response to clients 18VAC90-26-40 A.4. c Identifying principles of behavior management 18VAC90-26-40 A.10 Management of conflict	Understanding various mental health disorders and how to care for residents with them Describe techniques to work with combative or aggressive residents Define common mental health disorders and their symptoms Describe signs and symptoms of substance abuse Understand the immune system and cycle of infection and infection prevention and control in the facility	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	

<p>Week 5 Day 4 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 4 Lessons 7-9</p>	<p>Restraints and Resident Rights OBRA Legal Rights and Responsibilities Mild Dementia Test Prep and Review of Section 4</p>	<p>18VAC90-26-40 A.8 Legal and regulatory aspects of practice 18VAC90-26-40 A.5.a-d Care of the cognitively or sensory impaired client 18VAC90-26-40 A.7.f Promoting client rights 18VAC90-26-40 A.7.g Avoiding need for restraints</p>	<p>Understand common restraints and describe safe restraint use and avoidance of restraints Define OBRA Understand the CNA's legal responsibilities to report abuse or neglect Gain an introduction to dementia and workign with clients with dementia Have an understanding of all material presented in Section 4 and be prepared to take the end of section quiz.</p>	<p>Self-paced - CNA Edge</p>	<p>Section 4 Quiz multiple choice</p>
<p>Week 5 Day 5 1.5 hours</p>	<p>Student self-paced instruction</p>	<p>Section 5 Lesson 1-2</p>	<p>Diabetes & Obesity The Endocrine system Culturally Diverse residents Hypothyroidism Hyperthyroidism Digestive System and Blood Glucose Management Digestive Disorders Blood Bugs Hyperglycemia and Hypoglycemia Noncompliant residents</p>	<p>18VAC90-26-40 A.4.g Providing appropriate clinical care to aged and disabled 18VAC90-26-40 A.1.b Infection Control and interpersonal skills 18VAC90-26-40 A.1.a Communication Clients rights 18VAC90-26-40 A.1.e Respecting Clients rights 18VAC90-26-40 A.2.a Recognizing changes in body functioning and reporting changes 18VAC90-26-40A.4.h Providing culturally sensitive care</p>	<p>Understand and define diabetes and obesity and describe the unique needs of these residents Understand best practices for working with and communicating with noncompliant residents. Understand best practices for working with and communicating with residents of different cultures.</p>	<p>Self-paced - CNA Edge</p>	<p>Course Knowledge based questions - "Activities"</p>

Theory	7.5
Lab	0
Clinical	0

Assignment in		Objectives - Students will be able to do the following:		Perform the following			
DATE	Location	CNA Edge	Content	Virginia Content	Teaching Methods	Evaluations Methods	proficiency
Week 6 Day 1 1.5 hours	Student self-paced instruction	Section 5 Lesson 3-4	Mealtimes, special diets, and nutrition Hydration Diabetic diet Mealtimes Monitoring I&O Nutrition and culture Foot care Exercise and ROM	18VAC90-26-40 A.2.e Measuring and recording fluid intake and output 18VAC90-26-40 A.3.e. Assisting with eating and hydration 18VAC90-26-40 A.6.b Maintaining range of motion	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Range of Motion Passive Range of Motion
Week 6 Day 2 1.5 hours	Student self-paced instruction	Section 5 Lesson 5	Working with residents with hearing or visual impairments Incidents and Accident Reports Risk Management mindset Poisons	18VAC90-26-40A.4.g Providing appropriate clinical care to the aged and disabled 18VAC90-26-40A.5.b Communicating with sensory impaired clients 18VAC90-26-40 A.8 Legal and regulatory aspects of practice 18VAC90-26-40 A.9 Occupational health and safety measures 18VAC90-26-40 A.11 Observational and reporting techniques 18VAC90-26-40 A.1.c Safety and emergency procedures including falls prevention	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 6 Day 3 1.5 hours	Student self-paced instruction	Section 5 Lesson 6-7	Pressure ulcers Pressure reducing devices Activities of daily living Client independence Chronic and acute illnesses Mechanical lift AM/PM care	18VAC90-26-40A.3.f Caring for skin positioning and turning 18VAC90-26-40A.3.g Transfer, positioning and turning 18VAC90-26-40A.6.a Using assistive devices in transferring 18VAC90-26-40A.7.b Promoting client's right to make personal choices 18VAC90-26-40A.7.d Providing assistance to participate in groups and activities	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Transfers with a mechanical lift

Week 6 Day 4 2 hours	SKILLS LAB onsite					In laboratory with instructor	Skills check off	Tub baths Wairpool Showering Washing Hair Grooming Facial Hair & Makeup
Week 6 Day 5 1.5 hours	Student self-paced instruction	Section 5 Lesson 8-10	Revisiting the care plan Test Prep and Review of Section 5	18VAC90-26-40A.11 Observational and reporting techniques	Understand the care plan Describe shingles signs and symptoms Have an understanding of all material presented in Section 5 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Course knowledge based questions - "Activities" Section 5 Quiz multiple choice	
Week 6 Day 6 2 hours	SKILLS LAB onsite					In laboratory with instructor	Skills check off	Range of Motion Passive Range of Motion Transfers with a mechanical lift

Theory	6
Lab	4
Clinical	0

DATE	Assignment in CNA Edge			Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiently
	Location	Content	Content					
Week 1 7 Day 1.5 hours	Student self-paced instruction	Section 6 Lesson 1-2	Resident Sexuality Assisted Living The service plan Resident privacy Stroke Assisting with Hospital Transfers The Nervous System Caring for residents with ALS & Spinal cord injuries	18VAC90-26-40A1.e Respecting clients rights 18VAC90-26-40A2.a Recognizing changes in body function 18VAC90-26-40A.7.a Providing privacy and maintaining confidentiality	Understand resident sexuality and how to support its healthy expression as a CNA Understand assisted living Understand the nervous system Describe the causes, signs and symptoms of a stroke Understand the CNAs role in facility admissions	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 2 7 Day 1.5 hours	Student self-paced instruction	Section 6 Lesson 3	Working with depressed clients Making an occupied bed	18VAC90-26-40A.4.a Modifying behavior in response to clients 18VAC90-26-40A.1.a Communication and interpersonal skills 18VAC90-26-40A.2.d Caring for the client's environment	Describe best practices for working with depressed residents Gain an introduction to making an occupied bed.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Making an occupied bed
Week 3 7 Day 1.5 hours	Student self-paced instruction	Section 6 Lessons 4	ADLS: Toileting, bathing and catheter care Urination and bowel elimination Perineal Care Bathing bedridden clients Modified Bed Baths	18VAC90-26-40A.3.d Toileting 18VAC90-26-40A 3.a Bathing 18VAC90-26-40A 6.d Bowel and bladder training	Gain an introduction to toileting, bathing, catheter care, perineal care, and modified bed baths Understand residents needs with respect to urination and bowel elimination	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Toileting Bathing bedridden clients Perineal Care Modified Bed Baths
Week 3 7 Day 1.5 hours	Student self-paced instruction	Section 6 Lessons 5-6	ADLS: Skin and Nail Care Massage Skin Care Integumentary system Scabies and Pediculosis Mealtimes Serving meal trays Promoting Nutrition and Safe Eating Feeding clients Positioning during feeding	18VAC90-26-40A 3.f Caring for skin 18VAC90-26-40A 3.e Assisting with eating and hydration 18VAC90-26-40A 6.c Turning and positioning	Understand the CNAs roles in massage, skin care Gain knowledge of the integumentary system and scabies and pediculosis	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Mouth Care Denture Care Bedpan

Week 7 Day 5	Student self-paced instruction	Section 6 Lesson 7	<p>Rehabilitative & restorative care Orthotic and Prosthetic devices Dressing and Undressing patients Trasner belts for ambulation Cross-cultural communication Best practices for communicating with residents</p>	<p>18VAC90-26-40A.4.h Providing culturally sensitive care 18VAC90-26-40A.3.c Dressing 18VAC90-26-40A.6.f Teaching client self-care 18VAC90-26-40A.6.a Usin assistive devices in transferring, ambulation, eating, and dressing 18VAC90-26-40A. 6.e Caring for prosthetic and orthotic devices 18VAC90-26-40A.1.a Communication and interpersonal skills 18VAC90-26-40A.1.d Promoting client independence</p>	<p>Understand basics of restorative and rehabilitative care Gain an introduction to dressing and undressing residents, orthotic devices, ambulation, and use of transfer belts. Gain a deeper understanding of communication with residents and providing culturally sensitive care.</p>	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Dressing and Undressing Residents
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Theory	75
Lab	0
Clinical	0

DATE	Location	Assignment in CNA Edge	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiency
Week 8 Day 1 1.5 hours	Student self-paced instruction	Section 6 Lesson 8-9	Test-taking strategies and Review of Section 6		Have an understanding of all material presented in Section 6 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Section 6 Quiz multiple choice	
Week 8 Day 2 1.5 hours	Student self-paced instruction	Section 7 Lesson 1-2	Introduction to Alzheimer's and Dementia Care for Moderate Alzheimer's Communicating with Cognitively Impaired Clients Preventing Elopement	18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client	Understand Dementia and Alzheimer's and how to communicate and care for cognitively impaired clients Understand strategies to prevent resident elopement	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 8 Day 3 1.5 hours	Student self-paced instruction	Section 7 Lessons 3-5	Care for Moderate Alzheimers Sexual aggression Care for Severe Alzheimer's Burnout Restraints Repositioning in a chair	18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client 18VAC90-26-40A.4.f Responding to aggressive behavior 18VAC90-26-40A.4.g Providing appropriate clinical care for aged and disabled 18VAC90-26-40A.6.c Turning and Positioning 18VAC90-26-40A.7.g Avoiding need for restraints	Understand ways to manage sexual aggression Understand caring for moderate and severe dementia Understand techniques to avoid burnout Define chemical restraints and describe the dangers of restraints	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 8 Day 3 1.5 hours	Student self-paced instruction	Section 7 Lessons 6-7	Severe Alzheimer's Enteral Feeding Feeding Tubes IV and PCCs Bowel and Bladder Care	18VAC90-26-40A.5.a-c Care of the cognitively or sensory impaired client 18VAC90-26-40A.6.d Bowel and Bladder training	Understand how to care for patients in late stages of disease and dementia Gain introduction to feeding tubes and IVs and PCCs	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	

Week 8 Day 5 1.5 hours	Student self-paced instruction	Section 7 Lesson 8-10	Death CNA role with the dying patient Supporting grieving Test-taking strategies and Review of Section 7	18VAC90-26-40A.2.g Caring for patient when death is imminent 18VAC90-26-40A.4.e Utilizing client's family as source of emotional support	Understand the role of the CNA when a resident dies Have an understanding of all material presented in Section 7 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Course knowledge-based questions - "Activities" Section 7 Quiz multiple choice	
Week 8 Day 6 2 hours	SKILLS LAB onsite					In laboratory with instructor	Skills check off	Making an occupied bed Toileting Perineal Care
Theory	7.5							
Lab	2							
Clinical	0							

DATE	Assignment in CNA Edge Location	Content	Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiency
Week 9 Day 1 1.5 hours	Section 8 Lesson 1-2 Student self-paced instruction	Intro to developmental disabilities Coping Mechanisms Understanding Sleep Urinary system Urinary Output Diarrhea and bacterial infections Special diets	18VAC90-26-40A.4-g Providing appropriate clinical care to aged and disabled 18VAC90-26-40A.2.e Measuring and recording fluid I&O 18VAC90-26-40A.1.a Communication and interpersonal skills 18VAC90-26-40A.5.c Demonstrating and understanding of and responding to behavior of cognitively impaired	Understand the role of the CNA in working with patients who have developmental disabilities Understand common coping mechanisms for residents may use to deal with stress Understand the urinary system and common urinary disorders Gain and introduction to measuring urinary output. Describe common special diets in long-term care.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Measuring urinary input
Week 9 Day 2 1.5 hours	Section 8 Lesson 2 continued Student self-paced instruction	Urinary system Urinary Output Diarrhea and bacterial infections Special diets	18VAC90-26-40A.2.e Measuring and recording fluid I&O	Understand the urinary system and common urinary disorders Gain and introduction to measuring urinary output. Describe common special diets in long-term care.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 9 Day 3 1.5 hours	Section 8 Lessons 3-5 Student self-paced instruction	Dialysis Kidney disease Urinary Disorders Suspected Abuse and Neglect Reporting abuse Legal Recourse and Obligation to report Code of Virginia 63.2-1606-Mandatory and Voluntary reporting		Understand caefr measures that a CNA can offer to help patient swrth kidney failure and other urinary disorders Understand the issues of abuse and neglect in long term care Know what to do per Virginia law when you suspect a resident in being abused or neglected.	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 9 Day 4 2 hours	SKILLS LAB onsite 2 hours				In laboratory with instructor	Skills check off	Dressing and Undressing Resident Modified Bed baths Bathing bedridden clients

Week 9	Student self-paced instruction	Section 8 Lessons 6-7	Test taking strategies and review of Section 5		Have an understanding of all material presented in Section 8 and be prepared to take the end of section quiz.	Self-paced - CNA Edge	Section 8 Quiz multiple choice	
Day 5								
1.5 hours								
Theory	6							
Lab	7							
Clinical	0							

DATE	Assignment in		Virginia Content	Objectives - Students will be able to do the following:	Teaching Methods	Evaluations Methods	Perform the following proficiently
	Location	CNA Edge					
Week 10 Day 1 1.5 hours	Student self-paced instruction	Section 9 Lesson 1-2			Self-paced - CNA Edge	Course knowledge based questions - "Activities"	Measuring urinary input
Week 10 Day 2 1.5 hours	Student self-paced instruction	Section 10 Lesson 1-2			Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 10 Day 3 1.5 hours	Student self-paced instruction	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge	Course knowledge based questions - "Activities"	
Week 10 Day 4 2 hours	SKILLS LAB onsite				In laboratory with instructor	Skills check off	Complete all skills not previously practiced
Week 10 Day 5 1.5 hours	Student self-paced instruction and meet with the instructor as needed.	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge		
Week 10 Day 6 2 hours	SKILLS LAB onsite				In laboratory with instructor	Skills check off	Complete all skills not previously practiced
Theory							
Lab							
Clinical							

DATE	Assignment in CMA Edge		Virginia Content	Objectives - Students will be able to do the following:		Teaching Methods	Evaluations Methods	Perform the following proficiently
	Location	Content		Content	Methods			
Week 10 Day 1 1.5 hours	Student self-paced instruction and meet with the instructor as needed.	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge			
Week 10 Day 2 1.5 hours	Student self-paced instruction and meet with the instructor as needed.	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge			
Week 10 Day 3 1.5 hours	Student self-paced instruction and meet with the instructor as needed.	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge			
Week 10 Day 4 2 hours	SKILLS LAB onsite				In laboratory with instructor	Skills check off	Complete all skills not previously practiced	
Week 10 Day 5 1.5 hours	Student self-paced instruction	REVIEW previous sections or incomplete sections as needed	previous sections and lessons as needed	Master the content in each section	Self-paced - CNA Edge			
Theory	6							
Lab	2							
Clinical	0							

Objectives -
Students will
be able to do
the following:

DATE	Location	Perform the following skill proficiently with critical elements mastered.	Teaching Methods	Evaluations Methods	Perform the following proficiently
Week 12 Day 1 8 hours	Facility	Perform the skill proficiently with critical elements mastered.	Instructor supervised clinical training	Skills check off	Hand Hygiene Donning and Removing PPE (Gown and Gloves) Measures and Records Electronic Blood Pressure Counts and Records Radial Pulse Counts and Records Respirations Measures and Records Manual Blood Pressure
Week 12 Day 2 8 hours	Facility	Perform the skill proficiently with critical elements mastered.	Instructor supervised clinical training	Skills check off	Applies One Knee-High Elastic Stocking Assists to Ambulate Using Transfer Belt Feeds Client Who Cannot Feed Self Measures and Records Weight of Ambulatory Client Transfer From Bed to Wheelchair Using Transfer Belt
Week 12 Day 3 8 hours	Facility	Perform the skill proficiently with critical elements mastered.	Instructor supervised clinical training	Skills check off	Measures and Records Urinary Output Assist With Use of Bedpan Provides Perineal Care (Peri-care) for Female Provides Catheter Care for Female
Week 12 Day 4 8 hours	Facility	Perform the skill proficiently with critical elements mastered.	Instructor supervised clinical training	Skills check off	Gives Modified Bed Bath (Face and One Arm, Hand, and Underarm) Performs Modified Passive Range of Motion (PROM) for One Knee and One Ankle Performs Modified Passive Range of Motion (PROM) for One Shoulder Dress Client With Affected (Weak) Right Arm
Week 12 Day 5 8 hours	Facility	Perform the skill proficiently with critical elements mastered.	Instructor supervised clinical training	Skills check off	Cleans Upper of Lower Denture Positions on Side Provides Foot Care on One Foot Provides Mouth Care <i>Any skills not previously checked off</i>

Theory	0
Lab	0
Clinical	40

TOTAL COURSE HOURS

Theory	0
Lab	0
Clinical	40

Not Home 5/13/15

2 1

Introduction to

You are probably acutely aware of the effects of nurse aide turnover in long-term care and the system strains that result from chronic shortages of well-trained staff. These challenges were the reason Straightaway Health Careers (SHC) was founded. As you read in our forward, it's personal for us.

With a mission to help skilled nursing facilities reduce CNA turnover, SHC created CNA Edge, a toolset to help facilities recruit, train, and retain CNAs.



Prep

CNA Edge: PREP is a series of videos that:
-allow employers to attract CNA trainees and
-give those applicants an opportunity to determine whether the role of a CNA is a good fit for them.



Training

CNA Edge: TRAINING is a groundbreaking digital course that is designed to prepare CNA trainees for both the job and the state competency evaluation.



Support

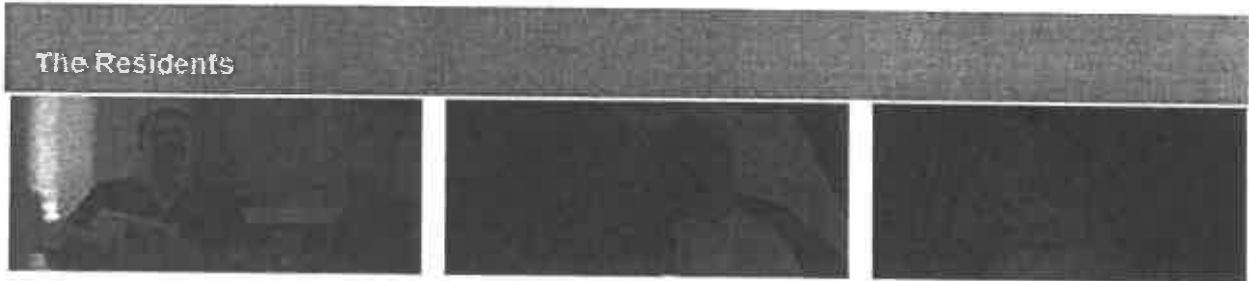
CNA Edge: SUPPORT is a suite of tools that helps employers retain their new CNAs during their first 90 days on the job. The suite includes:
-a leadership course for nurse supervisors
-a check-in tool to survey new CNAs.

One aspect of product, CNA Edge Training, will help instructors deliver the classroom portion of Virginia's state required curriculum content in an engaging, fun way for learners. It prepares nurse aide candidates for the realities and demands of the job, while arming instructors with resources to more effectively engage students. A more engaged student will then retain more information and be more likely to pass the competency exam and is more likely to stay on the job as a CNA.

Something unique to CNA Edge Training is the mini-series called "The Residents". CNA Edge uses industry-recognized adult-learning concepts, including storytelling, to more effectively engage students and increase learner retention. Because the content covered in CNA Edge Training is organized around the story of "The Residents", your state's content may appear in a different format or in a slightly different order.

The adult learning concepts used in CNA Edge include:

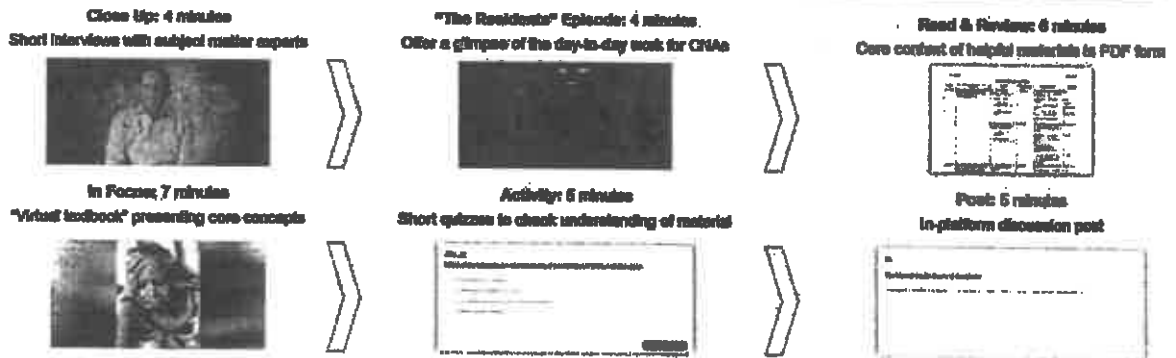
Storytelling: People have an innate love of stories. As such, CNA Edge is centered around a mini-series, "The Residents", which follows Marissa, a new CNA, as she interacts with residents and their family members. The story is engaging, but also gives students a good sense of what they will see, feel, and truly experience when they begin work as a CNA.



Chunking: Students retain material best when it is delivered in small, digestible pieces. Content throughout CNA Edge is delivered in short, grouped bits that are no longer than 8-9 minutes. This will keep students' attention and make it easier for them to commit the information to memory as they move throughout the course.

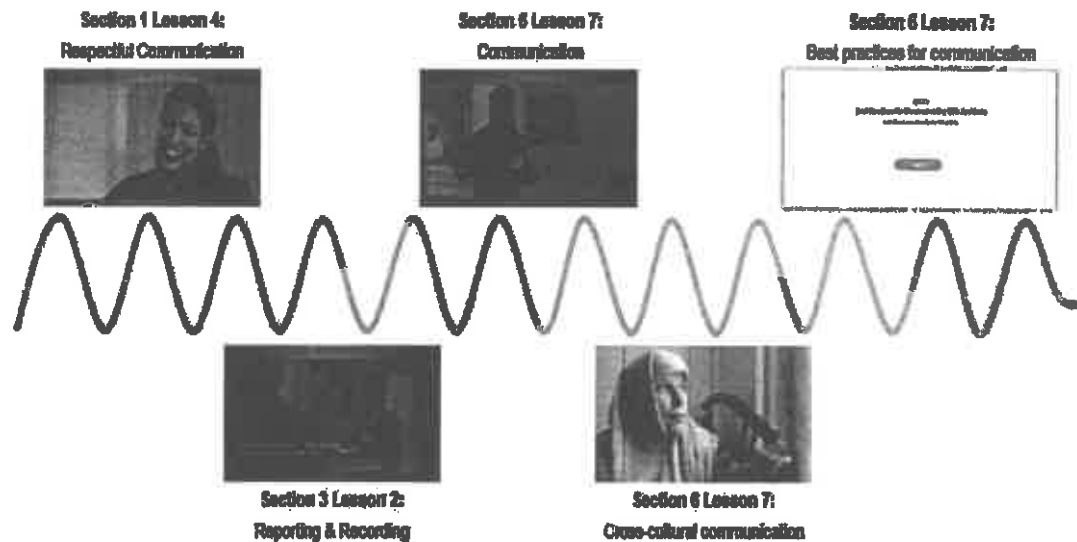
Section 4. Lesson 12: Working with Challenging Patients

» Lesson consists of seven individual assets, each taking between four and seven minutes to complete.

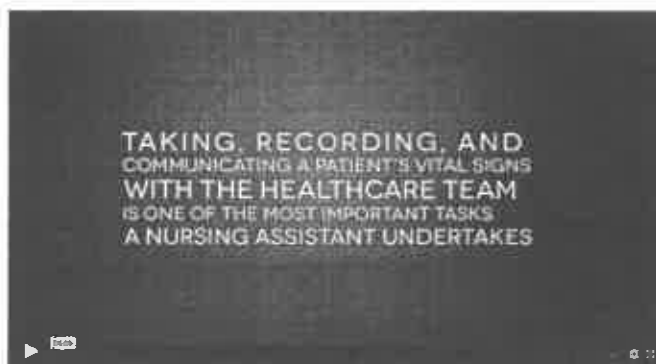


Spiraling: Often, students must hear things multiple times. CNA Edge leverages the spiraling concept as it presents important topics, such as handwashing and communication, throughout the course. The material is presented in a different context each time so students can see the practical, real-world applications.

Example: Communication



To keep things engaging for the students, content is delivered through a variety of mediums, including videos, interviews with experts, quizzes, and documents. The content asset types are described below.



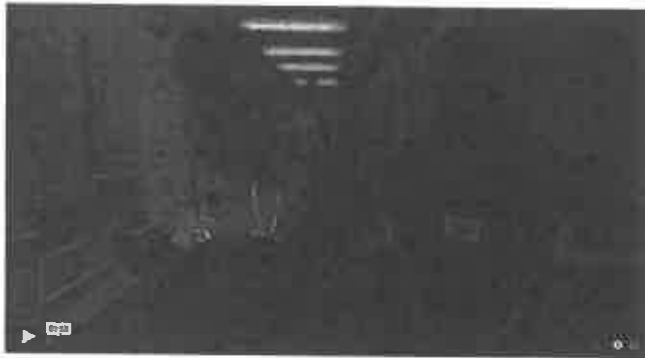
In Focus

The In-Focus presentations house the core content for CNA Edge. These presentations use auditory and visual content to appeal to adult learners' various learning styles.

Close Up

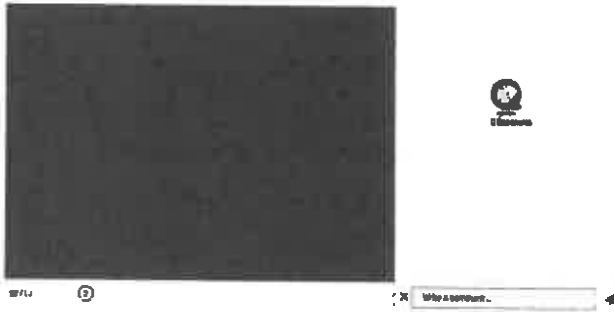
The Close-Up videos are short interviews with experts, including MDs, RNs, administrators, and CNAs. These assets complement the In-Focus presentations and help students to understand how each topic is relevant to the work they will do as a CNA.





Episode

Episodes of “The Residents” are a Hollywood caliber mini-series offering a glimpse into situations that CNAs will encounter on the job. Leveraging story, students will better remember material and experience some of the emotions they will encounter on the job. “The Residents” follows Marissa, a brand-new CNA as she interacts with residents and their family members as they are faced with challenging health situations.



Post

Posts are a place for students to respond to a topic and interact with one-another in a discussion thread.

Activity and Practice Test

Throughout each lesson, there are several 3-5 question quizzes to check for student engagement and understanding. At the end of each section, students will complete one graded Practice Test.

QUESTION 01 / 01

What is the easiest and most common site for taking a person's pulse?

- Brachial pulse
- Temporal pulse
- Radial pulse
- Popliteal pulse

PROCEDURE #71: ELASTIC/COMPRESSION STOCKING APPLICATION OR TED HOSE	
STEP	RATIONALE
1. Do initial steps.	
2. Observe skin prior to applying the stockings for any redness, warmth, swelling, excessive dryness, or open area. Notify nurse if abnormalities present. Continue procedure only if instructed.	2. Provides nurse with information to assess resident's condition and needs.
3. Apply the hose before resident gets out of bed.	3. Hose should be applied before veins become distended and edema (swelling) occurs.
4. Hold heel of stocking and gather the rest in your hand turning hose inside out to mid foot area.	

Read and Review

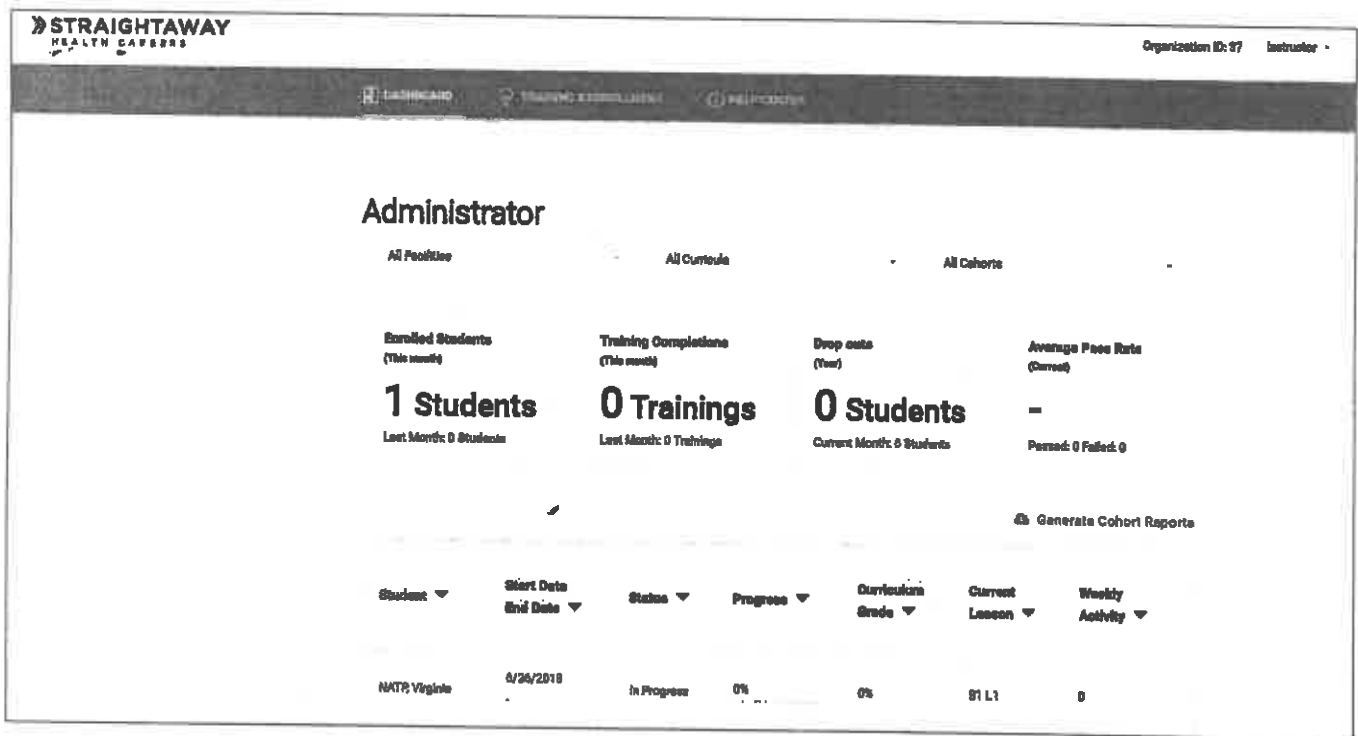
Read and Review content assets are also core content for the course and tend to be helpful review materials for students. Along with the classroom instructor teaching the skill, this is where the Virginia CNA Skills are documented.

Information for Hybrid/Online Delivery

Student Oversight

Course instructors are responsible for maintaining communication with each student to ensure that the student is completing the course on schedule and to reaffirm their learning. Instructors monitor students' progression in the course and their scores on end-of-section practice tests through their CNA Edge dashboard. They are encouraged to communicate with students directly when questions or concern arise. Students can comment on posts and interact with both the instructor and other class members on various topics throughout the course.

Dashboard Example:



Technical Assistance

Access to the course requires secure password protected logins for both students and instructors. Straightaway Health Careers' Client Care Department functions as the technical and program support for all users. Instructors can submit support tickets and a Client Support Specialist will work to resolve their issues immediately. All student concerns will be addressed with their instructor. If the instructor cannot resolve the issue, they can submit a support ticket to Straightaway Health Careers whose Client Care Department will work to resolve the issue. All support tickets are addressed within 24 hours.

Navigating CNA EDGE

The best way to understand the navigation of CNA Edge is to arrange a brief tutorial with Straightaway Health. We are available in-person and via web call. Contact Jill Morris at (919) 694-0431 to schedule a time.

1. Go to CNA Edge site: <https://mancusohomes.training.straightawayhealth.com>
2. Login with the following credentials:

User ID: virginia

Password: welcome123

case sensitive

1234

Not
able to
access

3. If prompted click "Remind me later" rather than Get Started.
4. You are now viewing the Instructor's dashboard. To view the course, Change the tab in the top righthand corner from "Instructor" to "Learner" in the dropdown.
5. "Current Lesson" indicates where you are in the course. To start from the beginning, you can click "Start here" and you will progress through the course in order it's presented.
6. To move around the course, go to Syllabus and click on "Go to Syllabus"
7. There are 10 SECTIONS, based around the story of each fictional character in a nursing facility.
8. Click on Details in each section to expand and show you the LESSONS which indicate the topics covered.
9. Click on a Lesson to expand and show you the ASSETS presented in each lesson.
10. The Resources tab houses Washington state skills checklist. Any other resources can be added at the Instructor's discretion.

The CNA Edge alignment document indicates where each standard is covered.

For example: 4.6.2 corresponds to Section 4 ("Helen"), Lesson 6 (Helen's Manic Episode"), Asset #2 ("Episode 27 Ghost Bird").

****Due to frequent updates the Asset number may appear slightly out of numerical order, but should be easily located by title.**

CNA Edge Alignment with Virginia State Standards

The following pages illustrate how CNA Edge meets the required content standards for Virginia state curriculum.

STRAIGHTAWAY

HEALTH CAREERS

Key

Numbering of Assets: The numbering at the beginning of each asset designates the location in CNA Edge. So, for example 1.2.1 tells the reader that the asset in question resides in Section 1, Lesson 2, Activity 1. Additionally, if the asset has a letter at the end of the code like: 1.2.1a, then the asset immediately follows the asset at 1.2.1.

- **Asset Types:** There are a variety of asset types in CNA Edge. They are denoted with one of the following tags:
 - **In Focus:** The “In-Focus” presentations comprise the “virtual textbook” in the course. These assets house the core content for CNA Edge.
 - **Close-Up:** The Close-Up videos are short interviews with subject matter experts in the field. These assets complement the In-Focus presentations by offering the perspective of health care professionals.
 - **The Residents:** These videos are the case-based vignettes in CNA Edge. These videos offer a glimpse of the day-to-day work of CNAs and the people that they care for.
 - **Activity:** The assets with an “Activity” moniker are short quizzes/assessments, which help the students check their understanding of the material.
 - **Read and Review:** Assets with the “Read and Review” heading are PDF files that either act as core content for the course, or helpful review materials for the students.
 - **Simulation:** Assets with the “Simulation” heading are active step-by-step guides which cover the general care measures of some of the most common procedures that nurse aides must master.
 - **Post:** The “post” tag means that the asset is an in-platform discussion post (which can also be used live in the classroom)

Highlighted assets indicate state-specific content

VA Standards	Relevant Assets from CNA Edge
Unit I – The Nurse Aide in Long-Term Care	
<ul style="list-style-type: none"> • Provide an overview of health care organizations and long-term care facilities and the methods used for payment of the services that clients receive; • Discuss the role of the Nurse Aide in long-term care per OBRA requirements; • Explain delegation as it relates to the Nurse Aide; • Explain the impact of <u>Guidance Document 90-55</u> on potential employment for a Nurse Aide. 	<ul style="list-style-type: none"> • In Class; Explain the Impact of Guidance Document 90-55 on potential employment as a nurse aide. • 1.2.1 Close-Up: You Are Critical to Patients Families and Healthcare • 1.2.2 In-Focus: Becoming a Certified Nursing Assistant • 1.2.3 In-Focus: A CNA's Roles and Responsibilities • 1.2.3a Read and Review: Roles and Responsibilities (VA Tailoring) • 1.2.4 Activity: A CNA's Role • 1.2.4 Framing: Common Health Care Organizations (VA Tailoring) • 1.2.5 Close-Up: Defining Excellent Health Care • 1.2.6 In-Focus: An Exceptional CNA • 1.2.7 In-Focus: Being A Professional • 1.2.8 Activity: Self-Assessment • 1.2.8 Framing: Important Considerations for Applying for a Role as a Nurse Aide (VA Tailoring) • 1.2.8a Read and Review: Virginia Guidance Document 90-55 (VA Tailoring) • 1.4.3 Close-Up: The CNA is Critical to Patients and Families • 1.4.4 In-Focus: Respectful Communication • 1.4.6 In-Focus: Patient Confidentiality and HIPAA • 1.4.7 Activity: Communication • 1.4.8 Episode 1: The Residents • 1.5.4 In-Focus: Boundaries • 1.6.1 Close-Up: The Healthcare Team • 1.6.1a Read and Review: Effective and Ineffective Teams (VA Tailoring) • 1.6.2 Activity: The Health Care Team • 1.6.3 In-Focus: The Interdisciplinary Team • 1.6.4 In-Focus: Procedures • 1.6.5 Activity: Introduction to Procedures • 1.7.1 In-Focus: Purposes and Goals of Long-Term Care • 1.7.1a Read and Review: The Long-Term Care Facility as Home (VA Tailoring) • 1.7.2 In-Focus: Affordable Care • 1.7.3 Activity: The Long-Term Care Environment • 1.7.4 In-Focus: Understanding the Survey Process

	<ul style="list-style-type: none"> • 1.7.8 Close-Up: Taking Care of Yourself • 1.7.9 Post: How do you “de-stress”? • 2.1.5 In-Focus: Delegation Guidelines • 2.1.6 Activity: Delegation Guidelines • 2.2.14 Episode 4: Introductions • 2.4.1 In-Focus: The Care Plan • 3.1.8 Activity: Documentation • 3.2.1 Episode 9: Old Man River • 3.2.2 In-Focus: What Do You See? • 3.2.3 Activity: Subjective or Objective Information • 3.2.4 Post: Subjective and Objective Information • 3.2.5 Read and Review: Basic Observations • 3.2.6 In-Focus: Reporting vs. Recording • 3.2.7 Activity: Reporting and Recording • 3.2.7a Read and Review: Common Medical Abbreviations (VA Tailoring) • 3.6.4 Episode 16: Dignity • 3.8.8 In-Focus: Self-Care • 4.7.3 In-Focus: Omnibus Budget Reconciliation Act • 6.1.3 In-Focus: Assisted Living • 6.1.4 In-Focus: The Service Plan • 6.1.5 Read and Review: Timothy’s Service Plan • 6.1.6 Activity: Assisted Living • 7.5.2a Read and Review: Burnout (VA Tailoring) • 8.1.2a Read and Review: Coping (VA Tailoring) • 8.1.3 Post: Asking for Assistance • 9.5.1 In-Focus: Shift Change • 9.5.2 Activity: Shift Change
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Unit II – Communication and Interpersonal Skills

<ul style="list-style-type: none"> • Understand the importance of written, verbal and non-verbal communication. • Identify barriers to communication. • Demonstrate methods used by the Health Care Team to communicate among themselves. • Demonstrate techniques to communicate with the sensory-impaired client • Demonstrate techniques to communicate with the families of clients. • Develop interpersonal skills to use while functioning as a nurse aide. 	<ul style="list-style-type: none"> • 1.4.1 In-Focus: Maslow's Hierarchy of Needs • 1.4.2 Activity: Maslow's Hierarchy of Needs • 1.4.4 In-Focus: Respectful Communication • 1.4.5 Read and Review: Phone Skills • 1.4.5 Framing: Call Light (VA Tailoring) • 1.4.7 Activity: Communication • 1.4.7 Framing: Message, Sender, Receiver (VA Tailoring) • 1.4.8 Episode 1: The Residents • 1.6.1 Close-Up: The Healthcare Team • 1.6.1a Read and Review: Effective and Ineffective Teams (VA Tailoring) • 1.6.2 Activity: The Health Care Team • 1.6.3 In-Focus: The Interdisciplinary Team • 1.6.4 In-Focus: Procedures • 1.6.5 Activity: Introduction to Procedures • 2.1.2 Episode 2: 28 Minutes to the Top • 2.1.5 In-Focus: Delegation Guidelines • 2.1.6 Activity: Delegation Guidelines
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<ul style="list-style-type: none"> • Demonstrate conflict management strategies. 	<ul style="list-style-type: none"> • 2.2.14 Episode 4: Introductions • 2.4.1 In-Focus: The Care Plan • 2.5.6 Episode 6: Stuck in Traction • 2.7.8 In-Focus: Resident Discharge • 2.7.9 Episode 7: The Long Road Back [' • 3.1.3 In-Focus: A Closer Look Into the Nursing Process • 3.1.4 Activity: The Nursing Process • 3.1.5 Episode 8: Meet Frank • 3.1.7 In-Focus: Recording and Reporting • 3.1.8 Activity: Documentation • 3.2.1 Episode 9: Old Man River • 3.2.2 In-Focus: What Do You See? • 3.2.3 Activity: Subjective or Objective Information • 3.2.4 Post: Subjective and Objective Information • 3.2.5 Read and Review: Basic Observations • 3.2.6 In-Focus: Reporting vs. Recording • 3.2.7 Activity: Reporting and Recording • 3.2.7a Read and Review: Common Medical Abbreviations (VA Tailoring) • 3.2.8 Episode 10: The Physical • 3.3.3 Episode 11: C.O.P.D. • 3.3.7 Episode 12: Oxygen • 3.4.2 Episode 12: Panther Mount • 3.6.1 Episode 15: The Specimen • 3.6.4 Episode 16: Dignity • 3.6.6 In-Focus: Positive Thinking • 3.6.7 Post: Positive Thinking • 4.1.2 Episode 21: Polar Bear's Disease • 4.1.2a Read and Review: Resident Behavior (VA Tailoring) • 4.1.3 Read and Review: Helen's Care Plan • 4.1.4 Episode 22: Life is Art • 4.1.6 Activity: Mental Health Needs of Residents • 4.1.6a Read and Review: Defense Mechanisms (VA Tailoring) • 4.2.2 Episode 23: Discrimination • 4.2.2a Read and Review: Resolving Grievances and Disputes (VA Tailoring) • 4.2.3 In-Focus: Addressing Discrimination • 4.4.1 Episode 25: On the Inside • 4.4.2 Post: Any advice? • 4.6.1 Episode 27: Ghost Bird • 4.6.2 Post: Working with Combative Residents • 4.6.3 In-Focus: Riding the Emotional Roller Coaster • 4.7.5 Episode 28: Long Lost Sisters • 4.7.6 In-Focus: It's Easy to Forget: Mild Dementia • 5.1.2 Episode 29: Martha and Celly • 5.2.4 Episode 30: Blood Bugs • 5.2.7 Post: How Would You Help Martha? • 5.3.4 Episode 31: Mealtime • 5.4.5 Episode 32: Giddy Up!
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- 5.4.6 Post: Giddy Up!
- 5.5.4 Episode 34: Falling Apart
- 5.5.5 Close-Up: Working with Visually Impaired Patients
- 5.5.6 In-Focus: Hearing and Visual Impairment
- 5.5.7 Activity: Working with Residents with Hearing and Vision Loss
- 5.5.7a Read and Review: Working with Residents Who Have Lost a Sense of Touch, Smell, or Taste (VA Tailoring)
- 5.7.1 Episode 35: ADL With Martha
- 5.7.2 Post: A "Beginner's Mistake"
- 5.8.3 Episode 36: Anniversary
- 5.8.5 Post: Will Martha Meet Her Goals?
- 6.1.2 Episode 37: Timothy and Simone
- 6.1.7 Episode 38: Always Knock
- 6.1.8 In-Focus: Resident Sexuality
- 6.1.9 Activity: Residents' Sexuality
- 6.3.6 Episode 41: Caring for Timothy
- 6.7.6 Episode 44: To Make a Difference
- 6.7.7 In-Focus: Communication
- 6.7.8 In-Focus: Cross Cultural Communication
- 6.7.8a Read and Review: Providing Culturally Sensitive Care to Residents (VA Tailoring)
- 6.7.9 Activity: Best Practices for Communicating with Residents
- 7.2.7 In-Focus: It's Not What You Say, But How You Say It
- 7.2.8 In-Focus: Instead of Correcting, Try Redirecting
- 7.2.9 Activity: Communicating with the Alzheimer's Patient
- 7.2.9a Read and Review: Communicating with Cognitively Impaired Residents (VA Tailoring)
- 7.2.9a Framing: Validation Techniques and Reality Orientation (VA Tailoring)
- 7.5.2a Read and Review: Burnout (VA Tailoring)
- 7.5.2a Framing: Resources to Assist with Stress Management (VA Tailoring)
- 8.1.2 Episode 55: Michelle and Her Brother
- 8.1.3 Post: Asking for Assistance
- 8.1.4 Close-Up: Introduction to Developmental Disabilities
- 8.1.5 In-Focus: Developmental Disabilities
- 8.2.1 Episode 56: Incontinence
- 9.1.2 Episode 61: Beth and Malik
- 9.2.5 Episode 62: Prepping for Birth
- 9.3.2 Episode 63: A New Life
- 9.4.3 In-Focus: Pain
- 9.4.5 Activity: Pain and Pain Management
- 9.4.5 Post: Your Experience of Pain
- 9.5.1 In-Focus: Shift Change
- 9.5.2 Activity: Shift Change
- 9.5.11 Episode 64: Little Frankie

Unit III – Infection Control

<ul style="list-style-type: none"> • Describe the chain of infection. • Identify factors contributing to occurrence of infections. • Explain the early signs and symptoms of infection. • Describe Standard Precautions. • Demonstrate proper hand washing technique. • Demonstrate proper technique for donning and removing personal protective equipment. • Describe the proper disposal of infectious waste materials in the health care facility. 	<ul style="list-style-type: none"> • 2.4.2 Episode 5: Observe and Report • 2.4.5 In-Focus: Signs of Infections in Wounds • 2.4.6 In-Focus: Introduction to Infection Control • 2.4.7 Activity: Infection Prevention Methods • 2.4.8 In-Focus: Introduction to Hand Washing • 2.4.9 Close-Up: Handwashing • 2.4.9a Read and Review: Hand Hygiene (Hand Washing) (VA Skill) • 2.5.1 Close-Up: Infection Control • 2.5.1 Framing: Most Common Infections in Health Care Facilities (VA Tailoring) • 2.5.2 Activity: Identify Infection Risks and Signs to be Treated • 2.5.3 In-Focus: Blood Borne Pathogens • 2.5.4 Close-Up: Clean and Sterile Gloving • 2.5.5 Simulation Activity: Putting On & Taking Off Gloves • 2.5.6 Episode 6: Stuck in Traction • 2.5.7 Post: Name One Thing You Will Pay Special Attention To • 3.5.1 In-Focus: Frank's Cancer • 3.5.2 Episode 14: Infection Control • 3.5.3 In-Focus: Isolation Precautions • 3.5.3a Read and Review: Psychological Effects of Isolation (VA Tailoring) • 3.5.4 Activity: Chain of Infection • 3.5.5 Activity: Cancer and Transmission Based Precautions • 4.2.4 In-Focus: The Immune System • 4.2.5 Activity: Elements of the Immune System • 4.2.5 Framing: Nosocomial Infections (VA Tailoring) • 4.2.6 In-Focus: The Human Immunodeficiency Virus • 4.2.7 Activity: What are HIV and AIDS? • 4.2.8 Close-up: Review of Blood Borne Pathogens and Sharps Disposal • 4.2.9 In-Focus: Personal Protective Equipment • 4.2.9a Read and Review: Donning and Removing PPE (Gown and Gloves) (VA Skills) • 4.4.1 Episode 25: On the Inside • 4.4.2 Post: Any advice? • 4.4.3 In-Focus: An Immune System to the Rescue...or Maybe Not • 4.4.4 Activity: An Immune System Under Stress • 4.4.6 Close-Up: Compromised Immune System • 4.5.1 Episode 26: Signs of Infection • 4.5.2 In-Focus: The Infection Cycle • 4.5.3 Activity: Infection Control: Sharps • 4.5.4 Close-Up: Why is Cleanliness of the Facility So Important and What You Can Do About It • 4.5.5 In-Focus: Sanitize and Clean All Unseen Germs • 4.5.6 Activity: Clean vs. Dirty • 4.5.7 Post: Teach Infection Prevention or Control
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	<ul style="list-style-type: none"> ● 4.5.7 Framing: Parasites (VA Tailoring) ● 6.6.1 In-Focus: Mealtimes and Preventing Foodborne Illnesses ● 8.2.1 Episode 56: Incontinence ● 8.2.9 In-Focus: Urine Testing ● 8.2.10 In-Focus: Diarrhea and Bacterial Infections ● 8.2.11 Simulation Activity: Double Bagging Infectious Waste ● 9.5.5 Activity: Infection Control ● In Class Activity: Review Facility's Infection Prevention and Control Program
Unit IV – Safety Measures	
<ul style="list-style-type: none"> ● Explain the OSHA Bloodborne Pathogen Standards. ● Identify risk factors for common accidents in health care facilities. ● Identify safety measures to prevent falls in health care facilities. ● Discuss measures to prevent various common accidents in health care facilities. ● Demonstrate how to deal with an obstructed airway. ● Discuss how to avoid the need for restraints in accordance with current professional standards. ● Demonstrate how to use good body mechanics when caring for clients. ● Discuss how to prevent and react to fire and other disasters in a health care facility. 	<ul style="list-style-type: none"> ● 1.7.5 In-Focus: In an Emergency ● 1.7.5a Read and Review: Emergency Evacuations (VA Tailoring) ● 1.7.5b Read and Review: Fire Extinguishers (VA Tailoring) ● 1.7.5c Read and Review: Burn Risks (VA Tailoring) ● 1.7.5c Framing: Burn Prevention (VA Tailoring) ● 1.7.6 Activity: Fire Safety & Disaster Planning ● In Class Activity – Tour of the Facility with a Focus on Safety and Emergency Procedures ● 2.3.2 Close-Up: Traumatic Accidents & Emergency Care ● 2.3.3 In-Focus: Basic Emergency Care ● 2.3.4 In-Focus: Rescue Breathing ● 2.3.4a Read and Review: Cardiopulmonary Resuscitation (CPR) ● 2.3.6 In-Focus: Fractures ● 2.6.14 Close-Up: Body Mechanics ● 2.7.3 In-Focus: Basic Transfers ● 4.2.8 Close-up: Review of Blood Borne Pathogens and Sharps Disposal ● 4.2.9 In-Focus: Personal Protective Equipment ● 4.2.9a Read and Review: Donning and Removing PPE (Gown & Glove) (VA Skills) ● 4.5.4 Close-Up: Why Is Cleanliness of the Facility So Important and What You Can Do About It ● 4.5.5 In-Focus: Sanitize and Clean All Unseen Germs ● 4.5.6 Activity: Clean vs. Dirty ● 4.7.1 In-Focus: Restraints ● 4.7.2 Activity: Safe Restraint Use ● 5.5.1 Episode 33: Black Spots ● 5.5.2 In-Focus: Falls ● 5.5.2a Read and Review: Incident and Accident Reports (VA Tailoring) ● 5.5.3 Simulation Activity: Stopping a Fall ● 5.5.4 Episode 34: Falling Apart ● 5.5.5 Close-Up: Working with Visually Impaired Patients ● 5.5.6 In-Focus: Hearing and Visual Impairment

	<ul style="list-style-type: none"> ● 5.5.7 Activity: Working with Residents with Hearing and Vision Loss ● 5.5.7a Read and Review: Working with Residents Who Have Lost a Sense of Touch, Smell, or Taste (VA Tailoring) ● 5.5.9 In-Focus: The Risk Management Mindset ● 5.5.10 Activity: Developing a Risk Management Mindset ● 5.5.11 Read & Review: Poisons ● 6.6.8 Close-Up: Heimlich Maneuver ● 6.6.9 Post: Mealtimes ● 7.5.4 Episode 51: Chemical Restraint ● 7.5.5 Activity: Dangers of Restraints
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Unit V – Emergency Measures

<ul style="list-style-type: none"> ● Identify the basic steps a nurse aide should take in any emergency situation. ● Identify client symptoms indicative of an emergency. ● Demonstrate how a nurse aide responds to an unconscious client. ● Identify the signs/symptoms of various client medical emergencies. ● Demonstrate the appropriate nurse aide response to various client medical emergencies ● (optional) Demonstrate how to perform CPR on an adult client. 	<ul style="list-style-type: none"> ● 1.3.2 In-Focus: Getting Older ● 1.3.3 Activity: The Older Adult ● 1.7.5 In-Focus: In an Emergency ● 1.7.5a Read and Review: Emergency Evacuations (VA Tailoring) ● 1.7.5a Framing: MSDS (VA Tailoring) ● 1.7.6 Activity: Fire Safety & Disaster Planning ● 1.7.6a Read and Review: Fire Extinguishers (VA Tailoring) ● 1.7.6b Read and Review Smoking Safety (VA Tailoring) ● 1.7.6c Read and Review: Burn Risks (VA Tailoring) ● 2.3.2 Close-Up: Traumatic Accidents & Emergency Care ● 2.3.3 In-Focus: Basic Emergency Care ● 2.3.3a Post: Nosebleeds and Bleeding (VA Tailoring) ● 2.3.3a: Framing: Stopping a Nosebleed (VA Tailoring) ● 2.3.4 In-Focus: Rescue Breathing ● 2.3.4a Read and Review: Cardiopulmonary Resuscitation (CPR) ● 2.3.6 In-Focus: Fractures ● 3.4.1 Close-Up: Cardiovascular Disease Inside the Body ● 3.4.4 In-Focus: Care for Cardiovascular Disorders ● 3.4.5 Activity: The Cardiovascular System and its Disorders ● 3.8.2 Close-Up: Signs and Symptoms of a Heart Attack ● 5.1.4 In-Focus: The Endocrine System ● 5.1.5 In-Focus: Understanding Diabetes ● 5.1.6 Activity: The Endocrine System and Diabetes Overview ● 5.2.6 Review: An Overview of Hyperglycemia and Hypoglycemia ● 5.5.2 In-Focus: Falls ● 5.5.3 Simulation Activity: Stopping a Fall ● 6.2.1 Episode 39: Stroke ● 6.2.2 In-Focus: Strokes: Definition, Warning Signs, and Treatment ● 6.2.3 Read & Review: Signs and Symptoms of a Stroke ● 6.2.4 Close-Up: The Nervous System ● 6.2.5 Activity: Nervous System Disorders/Strokes ● 6.6.8 Close-Up: Heimlich Maneuver
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	<ul style="list-style-type: none"> 6.6.8a Read and Review: Clearing the Obstructed Airway, The Unconscious Adult (VA Tailoring)
Unit VI – Client Rights	
<ul style="list-style-type: none"> Identify the basic rights of all clients. Identify specific rights of clients in long-term care facilities. Explain how HIPAA effects practice of the nurse aide. Demonstrate actions of the nurse aide that promote client rights in long-term care facilities. Discuss strategies to provide privacy and maintain confidentiality. Identify actions the nurse aide can take to avoid accusations of abuse, mistreatment and neglect toward clients. Describe the consequences of a report of abuse, mistreatment or neglect against a nurse aide. Describe strategies the nurse aide can use to promote client independence. Explain how the nurse aide can modify care of the client to promote culturally sensitive care. Identify developmental tasks for each age group. Discuss how the changes of late adulthood effect the psychosocial and physical care of the client in long-term care. 	<ul style="list-style-type: none"> 1.2.1 Close-Up: You Are Critical to Patients Families and Healthcare 1.2.6 In-Focus: An Exceptional CNA 1.2.7 In-Focus: Being A Professional 1.2.8 Activity: Self-Assessment 1.3.2 In-Focus: Getting Older 1.3.2a Read and Review: Normal Age-Related Changes (VA Tailoring) 1.3.3 Activity: The Older Adult 1.3.4 Post: Think About Yourself at Age 85 Again 1.4.6 In-Focus: Patient Confidentiality and HIPAA 1.5.1 In-Focus: Legal and Ethical Responsibilities 1.5.2 Post: Was Evy Justified? Why? Why Not? 1.5.3 In-Focus: Resident Rights and Legal Responsibilities 1.5.3a Read and Post: Residents' Rights (VA Tailoring) 1.5.4 In-Focus: Boundaries 1.5.5 Activity: Residents' Rights 1.5.6 In-Focus: Your Legal and Ethical Responsibilities Regarding Abuse 1.5.7 In-Focus: Ethical Responsibilities 1.5.8 Activity: Elder Abuse 1.7.1 In-Focus: Purposes and Goals of Long-Term Care 1.7.1a Read and Review: The Long-Term Care Facility as Home (VA Tailoring) 1.7.3 Activity: The Long-Term Care Environment 1.7.4 In-Focus: Understanding the Survey Process 3.3.4 In-Focus: Take a Deep Breath 4.7.3 In-Focus: Omnibus Budget Reconciliation Act 4.7.4 Activity: Legal Rights and Responsibilities 6.7.8 In-Focus: Cross Cultural Communication 6.7.8a Read and Review: Providing Culturally Sensitive Care to Residents (VA Tailoring) 8.4.1 Episode 59: Bruises 8.4.2 Post: What would you do? 8.4.3 Close-Up: Neglect and Abuse 8.4.4 In-Focus: There's No Excuse for Resident Abuse 8.5.1 Episode 60: Consequences 8.5.2 Post: Another Outcome 8.5.3 In-Focus: Abuse: Legal Recourse and Obligation to Report 8.5.4 Close-Up: Reporting Requirements for Neglect and Abuse
Unit VII – Basic Skills	

<ul style="list-style-type: none"> ● Explain the beginning and ending steps for the nurse aide when providing care to a client. ● Recognize changes in body functioning and the importance of reporting these to the appropriate supervisor. ● Describe how the nurse aide should care for the client's room and his environment in the long-term care facility ● Demonstrate how to correctly make an occupied and an unoccupied bed, including disposal of linen. ● Demonstrate how to accurately measure, record and report vital signs, height and weight ● Demonstrate various methods to identify and report client pain. ● Demonstrate accurate measurement, recording and reporting fluid intake and output. ● Demonstrate accurate measurement and recording of food intake. 	<p>Beginning and Ending Steps</p> <ul style="list-style-type: none"> ● 1.6.4 In-Focus: Procedures ● 1.6.5 Activity: Introduction to Procedures <p>Changes in Body Functioning</p> <ul style="list-style-type: none"> ● 1.3.2 In-Focus: Getting Older ● 1.3.2a Read and Review: Normal Age-Related Changes (VA Tailoring) ● 2.3.8 In-Focus: Care for Musculoskeletal Disorders ● 2.3.7a Read and Review: Anatomy of the Musculoskeletal System (VA Tailoring) ● 2.3.8 Activity: Symptoms, Injury, and Care of Musculoskeletal Disorders ● 2.4.2 Episode 5: Observe and Report ● 2.4.5 In-Focus: Signs of Infections in Wounds ● 2.5.6 Episode 6: Stuck in Traction ● 2.5.7 Post: Name One Thing You Will Pay Special Attention To ● 3.1.2 In-Focus: Frank ● 3.2.1 Episode 9: Old Man River ● 3.2.2 In-Focus: What Do You See? ● 3.2.3 Activity: Subjective or Objective Information ● 3.2.4 Post: Subjective and Objective Information ● 3.2.5 Read and Review: Basic Observations ● 3.2.6 In-Focus: Reporting vs. Recording ● 3.2.7 Activity: Reporting and Recording ● 3.3.1 In-Focus: The Respiratory System & Its Disorders ● 3.3.2 Activity: The Respiratory System & Its Disorders ● 3.3.3 Episode 11: C.O.P.D. ● 3.3.4 In-Focus: Take a Deep Breath ● 3.3.7 Episode 12: Oxygen ● 3.4.1 Close-Up: Cardiovascular Disease Inside the Body ● 3.4.5a Read and Review: The Structure and Function of the Heart (VA Tailoring) ● 3.4.4 In-Focus: Care for Cardiovascular Disorders ● 3.4.5 Activity: The Cardiovascular System and Its Disorders ● 3.5.1 In-Focus: Frank's Cancer ● 3.5.2 Episode 14: Infection Control ● 3.6.1 Episode 15: The Specimen ● 3.6.2 In-Focus: Taking A Sputum Specimen ● 3.6.3 Simulation Activity: Collecting a Sputum Specimen ● 3.7.2 In-Focus: IV Therapy and Chest Tubes ● 3.7.3 Close-Up: Care for Patients with Chest Tubes ● 3.8.2 Close-Up: Signs and Symptoms of a Heart Attack ● 3.8.3. In-Focus: I'm the One ● 4.1.2 Episode 21: Polar Bear's Disease ● 4.1.3 Read and Review: Helen's Care Plan ● 4.1.4 Episode 22: Life Is Art ● 4.2.4 In-Focus: The Immune System ● 4.2.5 Activity: Elements of the Immune System
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- 4.2.6 In-Focus: The Human Immunodeficiency Virus
- 4.4.1 Episode 25: On the Inside
- 4.4.2 Post: Any advice?
- 4.5.1 Episode 26: Signs of Infection
- 4.6.1 Episode 27: Ghost Bird
- 4.6.5 In-Focus: Mental Health Issues: Anxiety and Substance Abuse
- 4.6.6 Close-Up: The Effects of Drug and Alcohol Abuse on the Body
- 4.6.7 In-Focus: Suicide
- 4.7.5 Episode 28: Long Lost Sisters
- 4.7.6 In-Focus: It's Easy to Forget: Mild Dementia
- 5.1.2 Episode 29: Martha and Celly
- 5.1.3 Close-Up: Overview of Diabetes and Obesity
- 5.1.4 In-Focus: The Endocrine System
- 5.1.5 In-Focus: Understanding Diabetes
- 5.1.6 Activity: The Endocrine System and Diabetes Overview
- 5.2.1 In-Focus: Digestive System Disorders
- 5.2.2 Read & Review: An Overview of Digestive System Disorders
- 5.2.3 Activity: The Digestive System and Its Disorders
- 5.2.6 Review: An Overview of Hyperglycemia and Hypoglycemia
- 5.3.2 In-Focus: Food Guidelines for Diabetics
- 5.3.3 Activity: A Diabetic's Diet
- 5.5.1 Episode 33: Black Spots
- 5.5.2 In-Focus: Falls
- 5.5.5 Close-Up: Working with Visually Impaired Patients
- 5.5.6 In-Focus: Hearing and Visual Impairment
- 5.5.7 Activity: Working with Residents with Hearing and Vision Loss
- 5.5.9 In-Focus: The Risk Management Mindset
- 5.5.10 Activity: Developing a Risk Management Mindset
- 5.5.11 Read & Review: Poisons
- 5.6.1 In-Focus: Pressure Ulcers Stages and Treatment
- 5.6.2 Close-Up: Pressure Ulcers
- 5.6.3 In-Focus: Pressure Ulcer: Prevention and Treatment
- 5.6.3a Read and Review: Pressure Reducing Devices (VA Tailoring)
- 5.6.4 Activity: Pressure Ulcers
- 5.7.6 In-Focus: Chronic and Acute Illness
- 5.8.4 In-Focus: How Am I Doing?
- 5.8.5 Post: Will Martha Meet Her Goals?
- 6.2.1 Episode 39: Stroke
- 6.2.2 In-Focus: Strokes: Definition, Warning Signs, and Treatment
- 6.2.3 Read & Review: Signs and Symptoms of a Stroke
- 6.2.4 Close-Up: The Nervous System
- 6.6.7 In-Focus: Aspiration
- 7.1.2 Close-Up: Introduction to Dementia and Alzheimer's

- 7.1.4 Close-Up: Introduction to Mild Dementia or Alzheimer's
- 7.2.1 Close-Up: Introduction to Moderate Dementia or Alzheimer's
- 7.5.1 Close-Up: Introduction to Severe Dementia or Alzheimer's
- 7.6.2 In-Focus: Caring for Unresponsive Patients
- 7.6.5 In-Focus: Enteral Nutrition - Feeding Tubes
- 7.6.5a Read and Review: Feeding Tubes (VA Tailoring)
- 7.6.5b Read and Review: IV Therapy and Peripherally Inserted Central Catheters (PICC) (VA Tailoring)
- 7.6.6 Activity: Feeding Tubes
- 7.8.2 In-Focus: Final Days - Recognizing the Signs of Death
- 8.2.2 In-Focus: The Urinary System
- 8.2.4 In-Focus: Other Urinary Disorders
- 8.2.10 In-Focus: Diarrhea and Bacterial Infections
- 8.3.2 Close-Up: Kidney Disease and Dialysis
- 8.3.4 Activity: Urinary Disorders & Dialysis
- 8.3.5 Post: Care for Michelle
- 8.4.4 In-Focus: There's No Excuse for Resident Abuse
- 8.5.4 Close-Up: Reporting Requirements for Neglect and Abuse
- 9.1.3 In-Focus: The Reproductive System and Its Disorders
- 9.1.4 In-Focus: Sexually Transmitted Diseases
- 9.1.5 In Focus: The Enlarged Prostate
- 9.1.6 Activity: The Reproductive System and Sexuality Transmitted Diseases
- 9.2.1 Close-Up: Overview of Pregnancy
- 9.2.2 In-Focus: 9 Months
- 9.2.3 In Focus: Your Role in Pregnancy
- 9.2.4 Activity: 9 Months
- 9.4.1 In-Focus: Neonatal Care

The Resident's Room and the Long-Term Care Environment

- 1.7.1 In-Focus: Purposes and Goals of Long-Term Care
- 1.7.1a Read and Review: The Long-Term Care Facility as Home (VA Tailoring)
- 1.7.3 Activity: The Long-Term Care Environment
- 1.7.7 Activity: The Resident's Room
- 2.1.3 In-Focus: Admissions
- 2.1.4 Activity: Admissions
- 4.5.4 Close-Up: Why Is Cleanliness of the Facility So Important and What You Can Do About It
- 4.5.5 In-Focus: Sanitize and Clean All Unseen Germs
- 6.2.2 In-Focus: Admissions

Bed Making

- 2.1.7 In-Focus: Changing Bed Linens
- 2.1.11 Simulation Activity: Making an Unoccupied Bed
- 2.5.6 Episode 6: Stuck in Traction
- 3.6.5 In-Focus: Bed Rails

- **3.6.5 Framing: Measures to Prevent Suffocation (VA Tailoring)**
- **3.6.5a Read and Review: Entrapment (VA Tailoring)**
- **5.6.3a Read and Review: Pressure Reducing Devices (VA Tailoring)**
- **6.3.7 In-Focus: Making an Occupied Bed**
- **6.3.8 Simulation Activity: Making an Occupied Bed**

Vital Signs and Height and Weight

- **2.2.1 Close-Up: Introduction to Vital Signs**
- **2.2.2 In-Focus: Introduction to Vital Signs**
- **2.2.3 Activity: Vital Signs**
- **2.2.4 In-Focus: Temperature**
- **2.2.5 Simulation Activity: Measuring and Recording Temperature**
- **2.2.6 In-Focus: Pulse**
- **2.2.6a Read and Review: Counts and Records Radial Pulse (VA Skills)**
- **2.2.7 In-Focus: Respiration**
- **2.2.7a Read and Review: Counts and Records Respirations (VA Skills)**
- **2.2.9 In-Focus: Blood Pressure**
- **2.2.9a Read and Review: Measures and Records Manual Blood Pressure (VA Skill)**
- **2.2.9b Read and Review: Alternative Blood Pressure Measurements (VA Tailoring)**
- **2.2.9b Framing: Important Considerations for Blood Pressure Readings (VA Tailoring)**
- **2.2.11 Episode 3: The Exam**
- **2.2.12 In-Focus: Physical Exam**
- **2.2.13 Activity: Processes in the Physical Exam**
- **3.2.8 Episode 10: The Physical**
- **3.2.9 Simulation Activity: Measuring Weight and Height**
- **3.2.9a Read and Review: Measure the Height of a Resident In Bed (VA Tailoring)**
- **3.2.9b Read and Review: Measure the Weight of a Non-Ambulatory Resident (VA Tailoring)**
- **3.2.9c Read and Review: Measures and Records Weight of Ambulatory Client (VA Skills)**
- **3.4.1 Close-Up: Cardiovascular Disease Inside the Body**
- **3.4.1a Read and Review: The Structure and Function of the Heart (VA Skills)**
- **3.4.4 In-Focus: Care for Cardiovascular Disorders**
- **3.4.5 Activity: The Cardiovascular System and its Disorders**

Pain

- **9.4.3 In-Focus: Pain**
- **9.4.3a Read and Review: Pain and Discomfort (VA Tailoring)**
- **9.4.4 Activity: Pain and Pain Management**
- **9.4.5 Post: Your Experience of Pain**
- **9.5.6 In-Focus: Care for the Mother**

	<ul style="list-style-type: none"> • 9.5.7 Activity: Care for the Mother <p>Food and Fluid Intake and Output</p> <ul style="list-style-type: none"> • 5.3.1 In-Focus: Food is Medicine • 5.3.5 In-Focus: Procedure for Monitoring Intake and Output • 5.3.6 Activity: Monitoring Intake and Output • 5.3.6 Framing: An Important Note for Urinary Output (VA Tailoring) • 6.6.4 In-Focus: Feeding a Resident • 6.6.4a Read and Review: Promoting Nutrition and Safe Eating (VA Tailoring) • 6.6.4b Read and Review: Feeds Client Who Cannot Feed Self (VA Skills) • 6.6.4b Framing: Calculating Amount Eaten (VA Tailoring) • 6.7.8 In-Focus: Cross Cultural Communication • 6.7.8a Read and Review: Providing Culturally Sensitive Care to Residents (VA Tailoring) • 8.2.5 In-Focus: Measure and Record Urinary Output • 8.2.5a Read and Review: Measures and Records Urinary Output (VA Skills) • 9.5.9 In-Focus: Breast/Bottle Feeding • 9.5.10 Activity: Feed the Baby
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Unit VIII – Personal Care Skills

<ul style="list-style-type: none"> • Identify the components of personal care. • Explain routine personal care for both morning and bedtime. • Describe the guidelines for assisting the client with personal care. • Demonstrate how to provide a modified bed bath. • Demonstrate how to provide mouth care. • Demonstrate how to clean upper or lower dentures. • Demonstrate proper grooming of a client. • Demonstrate how to provide fingernail care. • Demonstrate how to provide foot care. 	<p>Components of Personal Care and AM/PM Care</p> <ul style="list-style-type: none"> • 1.3.2 In-Focus: Getting Older • 1.3.3 Activity: The Older Adult • 1.3.4 Post: Think About Yourself at Age 85 Again. • 1.6.4 In-Focus: Procedures • 1.6.5 Activity: Introduction to Procedures • 5.7.1 Episode 35: ADL With Martha • 5.7.3 Morning Afternoon and Night <p>Bathing</p> <ul style="list-style-type: none"> • 2.7.1 In-Focus: Bed Baths • 4.3.2 In-Focus: Assisting with a Bath or Shower • 4.3.2 Framing: Diaphoresis (VA Tailoring) • 4.3.3 Simulation Activity: Assisting with a Tub Bath • 4.3.4 Simulation Activity: Assisting with a Shower • 4.3.4a Read and Review: Whirlpool Bath (VA Tailoring) • 6.4.8 In-Focus: Bathing for Bedridden Residents • 6.4.8a Read and Review: Gives Modified Bed Bath (Face and One Arm, Hand and Underarm) (VA Skills) • 9.4.2 Simulation Activity: Giving a Baby a Bath <p>Mouth Care</p> <ul style="list-style-type: none"> • 3.6.8 In-Focus; Mirror, Mirror • 3.6.8a Read and Review: Provides Mouth Care (VA Skills)
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<ul style="list-style-type: none"> • Demonstrate how to dress client with weak side. • Demonstrate how to provide perineal care for a female client • Demonstrate how to measure and record urine output. • Demonstrate how to provide catheter care for a female client • Demonstrate how to assist the client with a bedpan. • Describe how to collect urine and stool specimens. • Demonstrate how to feed client who cannot feed self. • Measure and record food intake • Accurately describe actions of the nurse aide to prevent client dehydration. • Discuss pressure sores, including formation, staging, prevention and reporting responsibilities of the nurse aide. • Demonstrate the various positions for the client in bed. • Demonstrate moving and positioning a client in bed with and without a drawsheet. • Demonstrate transfer of client from bed to wheelchair using a transfer belt. • Demonstrate assisting the client to ambulate using transfer belt. 	<ul style="list-style-type: none"> • 3.6.8a Framing: Pay Attention to the Resident's Teeth and Gums (VA Tailoring) • 3.6.8b Read and Review: Cleans Upper and Lower Denture (VA Skills) • 3.6.10 Simulation Activity: Flossing Teeth • 3.6.12 Simulation Activity: Oral Care for an Unconscious Persons • 3.6.12 Framing: Lemon Glycerin Swab, Stomatitis, Dental Caries, Partial Plate, and Mouth Care for the Edentulous Client (VA Tailoring) <p>Grooming</p> <ul style="list-style-type: none"> • 3.6.8 In-Focus; Mirror, Mirror • 4.3.5 In-Focus: Groom in Your Room • 4.3.5a Read and Review: Caring for Facial Hair and Applying Make-Up (VA Tailoring) • 4.3.5a Framing: Important Reminders for Shaving (VA Tailoring) • 4.3.6 Activity: Washing Hair and Grooming • 4.3.7 Simulation Activity: Washing Hair <p>Nail Care and Foot Care</p> <ul style="list-style-type: none"> • 5.4.1 Close-Up: Diabetic Foot Care • 5.4.2 In-Focus: Foot Care • 5.4.2a Read and Review: Provides Foot Care on One Foot (VA Skills) • 6.4.5 In-Focus: Nail Care • 6.5.3 Close-Up: Skin Care for Older Adults <p>Dressing and Undressing</p> <ul style="list-style-type: none"> • 6.7.2 Close-Up: Dressing and Undressing Patients • 6.7.2 Framing: Important Reminders for Dressing (VA Tailoring) • 6.7.2a Read and Review: Dresses Client with Affected (Weak) Right Arm (VA Skills) • 6.7.2b Read and Review: Assistive Devices for Dressing (VA Tailoring) <p>Perineal Care and Catheter Care</p> <ul style="list-style-type: none"> • 6.4.1 Close-Up: Urination & Bowel Elimination • 6.4.2. In-Focus: Toileting Aids • 6.4.3 In-Focus: Perineal Care • 6.4.3a Read and Review: Provides Perineal Care (Peri-Care) for Female (VA Skills) • 6.4.4 Activity: Toileting • 6.4.5 Simulation Activity: Perineal Care for Males • 6.4.9 In-Focus: Catheter Care • 6.4.9a Read and Review: Provides Catheter Care for Female (VA Skills) • 6.4.11 Simulation Activity: Applying a Condom Catheter
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Measure and Record Urine Output

- 8.2.5 In-Focus: Measure and Record Urinary Output
- 8.2.5a Read and Review: Measures and Records Urinary Output (VA Skills)

Bedpan

- 3.6.13 In-Focus: Assisting with Elimination
- 3.6.13a Read and Review: Assists with Use of a Bedpan (VA Skill)
- 3.6.15 Simulation Activity: Assisting with a Commode
- 6.4.1 Close-Up: Urination & Bowel Elimination
- 6.4.2. In-Focus: Toileting Aids

Urine and Stool Specimens and Bowel and Bladder Care

- 7.7.1 InFocus: Care of Bodily Functions: Bowel Elimination
- 7.7.2 Simulation Activity: Giving A Commercially Prepared Enema
- 7.7.4: In Focus: Urinary and Bowel Incontinence
- 7.7.5 Activity: Elimination
- 7.7.5 Framing: Common Reasons for a Colostomy (VA Tailoring)
- 7.7.6 Read and Review: Stool Specimens
- 8.2.1 Episode 56: Incontinence
- 8.2.2 In-Focus: The Urinary System
- 8.2.4 In-Focus: Other Urinary Disorders
- 8.2.6 Simulation Activity: Collecting a Routine Urine Specimen
- 8.2.7 Simulation Activity: Collecting a Clean Catch Urine Specimen
- 8.2.8 Simulation Activity: Emptying a Urinary Drainage Bag
- 8.2.9 In-Focus: Urine Testing
- 8.2.10 In-Focus: Diarrhea and Bacterial Infections
- 8.2.11 Simulation Activity: Double Bagging Infectious Waste
- 8.3.1 Episode 58: Dialysis
- 8.3.2 Close-Up: Kidney Disease and Dialysis
- 8.3.3 Activity: Urinary Disorders & Dialysis
- 8.3.4 Post: Care for Michelle
- 8.3.4 Framing: Reminders About Kidney Disease (VA Tailoring)

Feeding the Dependent Resident/ Food Intake/ Hydration (Dehydration)

- 5.3.1 In-Focus: Food Is Medicine
- 5.3.1a Read and Review: Hydration (VA Tailoring)
- 5.3.1a Framing: Dehydration and Over Hydration (VA Tailoring)
- 5.3.2 In-Focus: Food Guidelines for Diabetics
- 5.3.3 Activity: A Diabetic's Diet
- 5.3.5 In-Focus: Procedure for Monitoring Intake and Output
- 5.3.6 Activity: Monitoring Intake and Output

- **6.6.1 In-Focus: Mealtimes and Preventing Foodborne Illnesses**
- **6.6.2 Simulation Activity: Serving Meal Trays**
- **6.6.3 Episode 42: Patience**
- **6.6.4 In-Focus: Feeding a Resident**
- **6.6.4a Read and Review: Promoting Nutrition and Safe Eating (VA Tailoring)**
- **6.6.4b Read and Review: Feeds Client Who Cannot Feed Self (VA Skills)**
- **6.6.6 Read and Review: Proper Positioning During Mealtimes**
- **6.6.7 In-Focus: Aspiration**
- **6.6.8 Close-Up: Heimlich Maneuver**
- **7.6.5 In-Focus: Enteral Nutrition - Feeding Tubes**
- **7.6.6 Activity: Feeding Tubes**
- **8.2.12 Episode 57: Michelle's Special Diet**
- **8.2.12a Read and Review: Special Diets (VA Tailoring)**

Pressure Sores

- **5.6.1 In-Focus: Pressure Ulcers: Stages and Treatment**
- **5.6.2 Close-Up: Pressure Ulcers**
- **5.6.3 In-Focus: Pressure Ulcer: Prevention and Treatment**
- **5.6.3a Read and Review: Pressure Reduction Devices (VA Tailoring)**
- **5.6.4 Activity: Pressure Ulcers**
- **6.5.3 Close-Up: Skin Care for Older Adults**
- **9.5.3 In Focus: Wound Care**
- **9.5.4 Activity: Wound Care**
- **6.5.3a Read and Review: Integumentary System (VA Tailoring)**

Positioning

- **2.6.4 Close-Up: Positioning Patient In Bed**
- **2.6.4a Read and Review: Positioning and Rehabilitative Devices (VA Tailoring)**
- **2.6.4b Read and Review: Positions on Side (VA Skills)**
- **2.6.5 In-Focus: Positioning Residents In Bed**
- **2.6.6 In-Focus: How to Move a Resident Up In a Bed**
- **2.6.7 Simulation Activity: Raising a Person's Head and Shoulders**
- **2.6.8 Simulation Activity: Helping a Patient Move Up In Bed When the Resident Can Help**
- **2.6.9 Simulation Activity: Moving the Person Up in Bed with a Trapeze**
- **2.6.10 In-Focus: Moving a Resident from Side to Side in Bed**
- **2.6.11 Simulation Activity: Moving the Resident to the Side of the Bed When the Person Can Help**
- **2.6.13 Simulation Activity: Logrolling a Person**
- **2.6.14 Close-Up: Body Mechanics**
- **7.6.3a Read and Review: Review of Positioning (VA Tailoring)**

	<p>Transfers</p> <ul style="list-style-type: none"> • 2.6.2 In-Focus: How to Move a Person to and from a Stretcher • 2.6.3 Simulation Activity: Moving a Person to a Stretcher • 2.7.3 In-Focus: Basic Transfers • 2.7.4 Close-Up: Transferring a Patient from a Bed to a Wheelchair • 2.7.4a Read and Review: Transfers from Bed to Wheelchair Using Transfer Belt (VA Skills) • 2.7.5 In-Focus: Wheelchairs, Walkers, and Crutches • 2.7.7 Simulation Activity: Transferring a Person from a Wheelchair to a Bed • 2.7.8 Simulation Activity: Transferring a Person to and from the Toilet <p>Ambulation</p> <ul style="list-style-type: none"> • 2.7.5 In-Focus: Wheelchairs, Walkers, and Crutches • 2.7.9 Episode 7: The Long Road Back • 6.7.3 Episode 43: Moving Timothy • 6.7.4 Close-Up: Gait Belts: Assisting with Ambulation • 6.7.4a Read and Review: Assists to Ambulate Using Transfer Belt (VA Skills)
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Unit IX – Individual Client’s Needs, including Mental Health and Social Service Needs

<ul style="list-style-type: none"> • Identify basic needs of clients, including physical and psychosocial needs. • Demonstrate guidelines for the nurse aide to assist the client to meet his psychosocial needs. • Demonstrate way the nurse aide can modify his behavior in response to the behavior of clients. • Demonstrate principles of behavior management by reinforcing appropriate behavior and causing inappropriate behavior to be reduced or eliminated. • Demonstrate skills supporting age-appropriate behavior by allowing the client to make personal choices and by providing and reinforcing other behavior consistent with the client’s dignity. 	<ul style="list-style-type: none"> • 1.3.2 In-Focus: Getting Older • 1.3.2a Read and Review: Normal Age-Related Changes (VA Tailoring) • 1.3.3 Activity: The Older Adult • 1.3.4 Post: Think About Yourself at Age 85 Again. • 1.4.1 In-Focus: Maslow’s Hierarchy of Needs • 1.4.2 Activity: Maslow’s Hierarchy of Needs • 1.4.2 Framing: Erickson’s Developmental Stages (VA Tailoring) • 1.5.4 In-Focus: Boundaries • 2.1.3 In-Focus: Admissions • 2.2.14 Episode 4: Introductions • 3.2.1 Episode 9: Old Man River • 3.3.3. Episode 11: C.O.P.D. • 3.3.7 Episode 12: Oxygen • 3.4.2 Episode 13: Panther Mount • 3.6.4 Episode 16: Dignity • 3.7.1 Episode 17: Frank’s Decision • 3.7.4 Episode 18: Frank in Hospice • 3.7.5 In-Focus: Hospice and Palliative Care • 3.7.6 In-Focus: The Five Stages of Grief • 3.7.7 Activity: Grief and Legal Responsibilities at the End of Life • 3.8.1 Episode 19: Do Not Resuscitate
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<ul style="list-style-type: none"> • Demonstrate appropriate responses to client behavior, including aggressive behavior, anger, combative behavior, inappropriate language, confusion, and inappropriate sexual behavior. • Utilize the client's family/concerned others as a source of emotional support. • Demonstrate strategies to provide appropriate clinical care to the aged and the disabled. 	<ul style="list-style-type: none"> • 3.8.6 Episode 20: Family • 3.8.7 Post: If You Were Working with Frank • 4.1.2 Episode 21: Polar Bear's Disease • 4.1.4 Episode 22: Life is Art • 4.1.4a Read and Review: Defense Mechanisms (VA Tailoring) • 4.1.5 In-Focus: Mind over Matter • 4.1.5a Read and Review: Schizophrenia (VA Tailoring) • 4.1.6 Activity: Mental Health Needs of Residents • 4.2.2a Read and Review: Resolving Grievances and Disputes (VA Tailoring) • 4.2.2a Framing: Conflict Involving Client (VA Tailoring) • 4.3.1 Episode 24: Depression • 4.4.1 Episode 25: On the Inside • 4.6.1 Episode 27 Ghost Bird • 4.6.3 In-Focus: Riding the Emotional Roller Coaster • 4.6.4 Activity: Bi-Polar Disorder • 4.6.5 In-Focus Mental Health Issues: Anxiety and Substance Abuse • 4.6.7 In-Focus: Suicide • 4.6.8 Activity: Mental Health Issues and Suicide • 4.7.5 Episode 28: Long Lost Sisters • 5.1.2 Episode 29: Martha and Ceily • 5.3.4 Episode 31: Mealtime • 5.4.5 Episode 32: Giddy Up! • 5.4.6 Post: Giddy Up! • 5.5.4 Episode 34: Falling Apart • 5.8.3 Episode 36: Anniversary • 6.1.7 Episode 38: Always Knock • 6.1.8 In-Focus: Resident Sexuality • 6.1.9 Activity: Residents' Sexuality • 6.3.1 Episode 40: A Great Man • 6.3.2 Close-Up: Working with a Depressed Patient • 6.3.3 In-Focus Depression • 6.3.4 Activity: Depression • 7.1.2 Close-Up: Introduction to dementia and Alzheimer's • 7.1.3 Episode 45: Stuart and His Family • 7.1.4 Close-Up: Introduction to Mild Dementia or Alzheimer's • 7.1.5 In-Focus: The Mind Cannot Remember Though the Heart Never Forgets • 7.1.6 Activity: Signs and Symptoms of Dementia and Alzheimer's • 7.2.1 Close-Up: Introduction to Moderate Dementia or Alzheimer's • 7.2.2 Episode 46: Personality Changes Part I • 7.2.6 Episode 47: Personality Changes Part II • 7.2.7 In-Focus: It's Not What You Say, But How You Say It • 7.3.1 Episode 48: Sexual Aggression - Part 1 • 7.3.2 In-Focus: Interpreting and Managing Resident Behavior
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	<ul style="list-style-type: none"> • 7.3.3 Close-Up: Managing Sexual Aggression • 7.3.4 Activity: Strategies for Handling Sexual Aggression • 7.3.6 Episode 49: Sexual Aggression - Part 2 • 7.4.1 In-Focus: R-E-S-P-E-C-T Find Out What It Means to Me • 7.4.3 Close-Up: Working with Patients Who Have Moderate Dementia or Alzheimer's • 7.4.4 Activity: Working with Residents Who Have Moderate Alzheimer's • 7.5.1 Close-Up: Introduction to Severe Dementia or Alzheimer's • 7.5.2 Episode 50: Severe Alzheimer's • 7.5.4 Episode 51: Chemical Restraint • 7.5.5 Activity: Dangers of Restraints • 7.5.6 Close-Up: The Impact of Dementia or Alzheimer's on the Family • 7.5.7 Close-Up: Working with Residents with Severe Dementia or Alzheimer's Disease • 7.8.1 Episode 53: Last Breath • 7.8.2 In-Focus: Final Days - Recognizing the Signs of Death • 7.8.3 Activity: CNA's Role in Death and Dying • 7.8.4 Episode 54: The Conversation • 7.8.6 In-Focus: Helping the Family • 8.1.2 Episode 55: Michelle and Her Brother • 8.1.2a Read and Review: Coping Mechanisms (VA Tailoring) • 8.1.4 Close-Up: Introduction to Developmental Disabilities • 8.1.5 In-Focus: Developmental Disabilities • 9.6.1 Close-Up: Overview of Child Development • 9.6.2 In Focus: The CNA in Pediatric Care • 9.6.3 Activity: The CNA in Pediatric Care • 9.6.4 In Focus: Infants, Toddlers & Preschoolers • 9.6.5 Activity: Infants, Toddlers & Preschoolers • 9.7.1 In-Focus: Childhood • 9.7.2 Close-Up: The CNA's Role in Working with Adolescents • 9.7.3 In Focus: Adolescence
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Unit X – Special Needs Clients

<ul style="list-style-type: none"> • Describe age-related changes of the nervous system. • Discuss common disorders of the nervous system, including the care of the client. • Describe age-related changes to the eye. • Discuss common disorders of the eye, including the care of the client. 	<p>The Nervous System</p> <ul style="list-style-type: none"> • 6.2.1 Episode 39: Stroke • 6.2.2 In-Focus: Strokes: Definition, Warning Signs, and Treatment • 6.2.3 Read & Review: Signs and Symptoms of a Stroke • 6.2.4 Close-Up: The Nervous System • 6.2.5 Activity: Nervous System Disorders/Stroke • 6.2.5 Framing: Signs and Symptoms of Parkinson's and MS (VA Tailoring) • 6.2.5a Read and Review: Nervous System (VA Tailoring) • 6.2.5b Read and Review: Care for Residents with ALS and Spinal Cord Injuries (VA Tailoring)
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<ul style="list-style-type: none"> ● Demonstrate understanding of behavior of the visually impaired client, including how to respond to this behavior. ● Describe age-related changes of the ear. ● Discuss common disorders of the ear, including care of the client. ● Demonstrate understanding of behavior of the hearing-impaired client, including how to respond to this behavior. ● Demonstrate understanding of behavior of the cognitively impaired client, including how to respond to this behavior. ● Demonstrate how to communicate with the cognitively impaired client. ● Demonstrate techniques for addressing the unique needs and behaviors of cognitively impaired clients. ● Demonstrate methods to reduce the effects of cognitive impairment. ● Describe complications of diabetes mellitus, include care of the client. ● Describe care of the client experiencing hypoglycemia and hyperglycemia. ● Describe care of the client experiencing hypothyroidism and hyperthyroidism 	<ul style="list-style-type: none"> ● 6.2.5b Framing: Signs and Symptoms: Head and Spinal Cord Injuries (VA Tailoring) <p>Care for Clients with Sensory Impairments (eyes/ears)</p> <ul style="list-style-type: none"> ● 1.3.2 In-Focus: Getting Older ● 1.3.2a Read and Review: Normal Age-Related Changes (VA Tailoring) ● 1.3.3 Activity: The Older Adult ● 5.5.1 Episode 33: Black Spots ● 5.5.5 Close-Up: Working with Visually Impaired Patients ● 5.5.6 In-Focus: Hearing and Visual Impairment ● 5.5.6a Read and Review: Anatomy, Physiology and Disorders of the Ear (VA Tailoring) ● 5.5.7 Activity: Working with Residents with Hearing and Vision Loss ● 5.5.8 In-Focus: Care of Residents with Eyeglasses, Contact Lenses, and Artificial Eyes ● 5.5.9 In-Focus: The Risk Management Mindset ● 5.5.10 Activity: Developing a Risk Management Mindset <p>The Cognitively Impaired Client</p> <ul style="list-style-type: none"> ● 4.7.5 Episode 28: Long Lost Sisters ● 4.7.6 In-Focus: It's Easy to Forget: Mild Dementia ● 7.1.2 Close-Up: Introduction to Dementia and Alzheimer's ● 7.1.3 Episode 45: Stuart and His Family ● 7.1.4 Close-Up: Introduction to Mild Dementia or Alzheimer's ● 7.1.4a Read and Review: Care of Cognitively Impaired Residents (VA Tailoring) ● 7.1.5 In-Focus: The Mind Cannot Remember Though the Heart Never Forgets ● 7.1.6 Activity: Signs and Symptoms of Dementia and Alzheimer's ● 7.2.1 Close-Up: Introduction to Moderate Dementia or Alzheimer's ● 7.2.2 Episode 46: Personality Changes Part I ● 7.2.4 In-Focus: It's a Wonderful Life ● 7.2.4a Read and Review: Elopement Prevention (VA Tailoring) ● 7.2.5 Activity: Wandering and Environmental Hazards ● 7.2.5 Framing: Pillaging, Rummaging and Hoarding (VA Tailoring) ● 7.2.6 Episode 47: Personality Changes Part II ● 7.2.7 In-Focus: It's Not What You Say, But How You Say It ● 7.2.8 In-Focus: Instead of Correcting, Try Redirecting ● 7.2.9 Activity: Communicating with the Alzheimer's Patient ● 7.3.1 Episode 48: Sexual Aggression -Part 1 ● 7.3.2 In-Focus: Interpreting and Managing Resident Behavior ● 7.3.3 Close-Up: Managing Sexual Aggression
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- **7.3.4 Activity: Strategies for Handling Sexual Aggression**
- **7.4.1 In-Focus: R-E-S-P-E-C-T Find Out What It Means to Me**
- **7.3.5 Post: If You Were Marissa**
- **7.3.6 Episode 49: Sexual Aggression - Part 2**
- **7.4.2 What Would You do?**
- **7.4.3 Close-Up: Working with Residents with Moderate Dementia or Alzheimer's**
- **7.4.4 Activity: Working with Resident Who Have Moderate Alzheimer's**
- **7.5.1 Close-Up: Introduction to Severe Dementia or Alzheimer's**
- **7.5.2 Episode 50: Severe Alzheimer's**
- **7.5.3 In focus: Sundowning: The Wanderers of the Night**
- **7.5.4 Episode 51: Chemical Restraint**
- **7.5.5 Activity: Dangers of Restraints**
- **7.5.6 Close-Up: The Impact of Dementia or Alzheimer's on the Family**
- **7.5.7 Close-Up: Working with Residents with Severe Dementia or Alzheimer's Disease**
- **7.6.1 Episode 52: Comatose**
- **7.6.2 In-Focus: Caring for Unresponsive Patients**
- **7.6.3 Close-Up: Care for Unresponsive Patients**
- **7.6.4 Activity: Caring for Unresponsive Patients**
- **7.8.1 Episode 53: Last Breath**
- **7.8.4 Episode 54: The Conversation**
- **7.8.5 Post: Supporting the Grieving Process**
- **7.8.6 In-Focus: Helping the Family**

Care for the Client with Diabetes

- **5.1.2 Episode 29: Martha and Celly**
- **5.1.3 Close-Up: Overview of Diabetes and Obesity**
- **5.1.4 In-Focus: The Endocrine System**
- **5.1.4a Read and Review: Hypothyroidism and Hyperthyroidism (VA Tailoring)**
- **5.1.5 In-Focus: Understanding Diabetes**
- **5.1.6 Activity: The Endocrine System and Diabetes Overview**
- **5.1.6 Framing: Glands (VA Tailoring)**
- **5.2.4 Episode 30: Blood Bugs**
- **5.2.5 In-Focus: A Balancing Act**
- **5.2.6 Review: An Overview of Hyperglycemia and Hypoglycemia**
- **5.3.2 In-Focus: Food Guidelines for Diabetics**
- **5.3.3 Activity: A Diabetic's Diet**
- **5.3.4 Episode 31: Mealtime**
- **5.3.5 In-Focus: Procedure for Monitoring Intake and Output**
- **5.4.1 Close-Up: Diabetic Foot Care**
- **5.4.3 In-Focus: Exercise**
- **5.4.4 Activity: Caring for Diabetics**
- **5.5.1 Episode 33: Black Spots**
- **5.5.4 Episode 34: Falling Apart**

	<ul style="list-style-type: none"> • 5.7.1 Episode 35: ADL With Martha • 5.8.5 Post: Will Martha Meet Her Goals?
Unit XI – Basic Restorative Services	
<ul style="list-style-type: none"> • Discuss the role of the nurse aide in rehabilitation and restorative care. • Describe ways to teach, with supervision, a client to participate in self-care. • Demonstrate the use of assistive devices when transferring client from bed to chair or bed to stretcher. • Discuss the assistive devices the client may use when ambulating • Identify assistive devices the client may have to help with eating. • Identify assistive devices the client may have to help with dressing. • Demonstrate passive range of motion for the knee and ankle. • Demonstrate passive range of motion for the shoulder. • Discuss observations the nurse aide should report to the supervisor when performing passive range of motion exercises. • Identify positioning devices the nurse aide may use when turning and positioning a client. • Demonstrate positioning a client on his side in bed. • Demonstrate positioning a client in the chair. • Describe caring for and using prosthetic devices. • Describe caring for and using orthotic devices. 	<ul style="list-style-type: none"> • 2.1.2 Episode 2: 28 Minutes to the Top • 2.2.11 Episode 3: The Exam • 2.2.14 Episode 4: Introductions • 2.3.1 Post: Have You Ever Had Surgery? • 9.3.3 In Focus: The Phases of Surgery • 9.3.4 Activity: The Phases of Surgery • 2.3.2 Close-Up: Traumatic Accidents & Emergency Care • 2.3.5 Close-Up: Overview of Surgery and Rehabilitation • 9.3.1 Close-Up: Overview of Labor and Delivery • 9.3.5 In Focus: After the Birth • 9.3.6 Activity: Immediate Care Measures After the Birth • 2.3.7 In-Focus: Care for Musculoskeletal Disorders • 2.3.7a Read and Review: Anatomy of the Musculoskeletal System (VA Tailoring) • 2.3.8 Activity: Symptoms, Injury, and Care of Musculoskeletal Disorders • 9.5.8 Read and Review: Sitz Bath • 2.3.9 In-Focus: Hot and Cold Compresses • 2.4.11 Read and Review: Sections of Lilly's Care Plan • 2.5.6 Episode 6: Stuck in Traction • 2.6.1 Close-Up: What Is Rehabilitative Care and Why Is It Important? • 2.6.2 In-Focus: How to Move a Person to and from a Stretcher • 2.6.4 Close-Up: Positioning Patients in Bed • 2.6.4a Read and Review: Positioning and Rehabilitative Devices (VA Tailoring) • 2.6.4b Read and Review: Positions on Side (VA Skills) • 2.6.5 In-Focus: Positioning Residents in Bed • 2.6.6 In-Focus: How to Move a Resident Up in a Bed • 2.6.7 Simulation Activity: Raising a Person's Head and Shoulders • 2.6.8 Simulation Activity: Helping a Patient Move Up in Bed When the Resident Can Help • 2.6.9 Simulation Activity: Moving the Person Up in Bed with a Trapeze • 2.6.10 In-Focus: Moving a Resident from Side to Side in Bed • 2.6.11 Simulation Activity: Moving the Resident to the Side of the Bed When the Person Can Help • 2.6.12 Simulation Activity: Turning and Repositioning a Person to Their Side for Personal Care • 2.6.13 Simulation Activity: Logrolling a Person • 2.6.14 Close-Up: Body Mechanics • 2.6.15 In-Focus: Range of Motion Exercises • 2.7.3 In-Focus: Basic Transfers

<ul style="list-style-type: none"> ● Demonstrate how to put elastic stockings on the client. ● Describe the role of the nurse aide in bladder training. ● Describe the role of the nurse aide in bowel training. 	<ul style="list-style-type: none"> ● 2.7.4 Close-Up: Transferring a Patient from a Bed to a Wheelchair ● 2.7.4a Read and Review: Transfers from Bed to Wheelchair Using Transfer Belt (VA Skill) ● 2.7.5 In-Focus: Wheelchairs, Walkers, and Crutches ● 2.7.7 Simulation Activity: Transferring a Person from a Wheelchair to a Bed ● 2.7.8 Simulation Activity: Transferring a Person to and from the Toilet ● 2.7.9 Episode 7: The Long Road Back ● 3.3.5 Simulation Activity: Assisting Deep Breathing and Coughing ● 3.3.6 Simulation Activity: Incentive Spirometer ● 3.4.2 Episode 12: Panther Mount ● 3.4.4 In-Focus: Care for Cardiovascular Disorders ● 3.4.5 Activity: The Cardiovascular System and its Disorders ● 3.4.6 In-Focus: Compression Stockings ● 3.4.7 Close-Up: Applying Elastic Stockings ● 3.4.7a Read and Review: Applies One Knee-High Elastic Stocking (VA Skills) ● 3.4.8 Activity: Applying Compression Stockings ● 3.6.5 In-Focus: Bed Rails ● 3.6.5a Entrapment Zones (VA Tailoring) ● 3.6.13 In-Focus: Assisting with Elimination ● 3.6.13a Read and Review: Assists with Use of Bedpan (VA Skills) ● 5.4.3 In-Focus: Exercise ● 5.4.7 Close-Up: Range of Motion Exercises ● 5.4.7a Read and Review: Performs Modified Passive Range of Motion (PROM) for One Knee and One Ankle (VA Skills) ● 5.4.7b Read and Review: Performs Modified Passive Range of Motion (PROM) for One Shoulder (VA Skills) ● 5.7.4 In-Focus: Transferring Patients Using a Mechanical Lift ● 5.7.5 Simulation Activity: Moving a Person with a Mechanical Lift ● 6.4.1 Close-Up: Urination & Bowel Elimination ● 6.4.2 In-Focus: Toileting Aids ● 6.4.4 Activity: Toileting ● 6.6.1 In-Focus: Mealtimes and Preventing Foodborne Illnesses ● 6.6.4a Read and Review: Promoting Nutrition and Safe Eating (VA Tailoring) ● 6.7.1 In-Focus: Rehabilitative and Restorative Care ● 6.7.1a Read and Review: Orthotic Devices (VA Tailoring) ● 6.7.1a Framing: Care for Orthotic Devices (VA Tailoring) ● 6.7.2 Close-Up: Dressing and Undressing Patients ● 6.7.2a Read and Review: Dresses Client with Affected (Weak) Right Arm (VA Skills) ● 6.7.2b Read and Review: Assistive Devices for Dressing (VA Tailoring) ● 6.7.3 Episode 43: Moving Timothy
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	<ul style="list-style-type: none"> • 6.7.6 Episode 44: To Make a Difference • 6.7.4 Close-Up: Gait Belts: Assisting with Ambulation • 6.7.4a Read and Review: Assist to Ambulate Using a Transfer Belt (VA Skill) • 7.5.8 In-Focus: Repositioning a Person in a Chair • 7.5.9 Simulation Activity: Repositioning a Person in a Chair • 7.6.3a Read and Review: Review of Positioning (VA Tailoring) • 7.6.6 In-Focus: A Deep Devotion to Range of Motion • 7.7.1 InFocus: Care of Bodily Functions: Bowel Elimination • 7.7.4: In Focus: Urinary and Bowel Incontinence • 7.7.5 Activity: Elimination • 7.7.5a Read and Review: Bowel and Bladder Training (VA Tailoring) • 8.2.12 Episode 57: Michelle's Special Diet • 8.2.12a Read and Review: Special Diets (VA Tailoring)
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Unit XII – Care of the Client When Death is Imminent

<ul style="list-style-type: none"> • Discuss care of client with a common respiratory disorder, including what the nurse aide would report to the appropriate supervisor. • Describe care of the client receiving oxygen therapy. • Discuss care of client with a common circulatory disorder, including what the nurse aide would report to the appropriate supervisor. • Discuss HIV/AIDS, including signs and symptoms and nursing care. • Identify the American Cancer Society signs of cancer. • Discuss cancer, including nursing care for the client with a diagnosis of cancer. • Discuss how attitudes about death may affect the nurse aide providing care to the dying client. • Identify the stages of grief. • List the physical changes that occur when death is imminent. 	<ul style="list-style-type: none"> • 3.1.2 In-Focus: Frank • 3.1.5 Episode 8: Meet Frank • 3.3.1 In-Focus: The Respiratory System & Its Disorders • 3.3.2 Activity: The Respiratory System & its Disorders • 3.3.3 Episode 11: C.O.P.D. • 3.3.4 In-Focus: Take a Deep Breath • 3.3.5 Simulation Activity: Assisting Deep Breathing and Coughing • 3.3.6 Simulation Activity: Incentive Spirometer • 3.3.7 Episode 12: Oxygen • 3.3.8 In-Focus: Oxygen Therapy • 3.3.8a Read and Review: Oxygen Therapy (VA Tailoring) • 3.3.9 Simulation Activity: Setting Up for Oxygen Administration • 3.3.10 Read and Review: Assisting with Oxygen Therapy • 3.4.1 Close-Up: Cardiovascular Disease Inside the Body • 3.4.2 Episode 13: Panther Mount • 3.4.3 In-Focus: The Circulatory System • 3.4.4 In-Focus: Care for Cardiovascular Disorders • 3.4.5 Activity: The Cardiovascular System and its Disorders • 3.4.5 Framing: Peripheral Vascular Disease (VA Tailoring) • 3.4.5a Read and Review: The Structure and Function of the Heart (VA Tailoring) • 3.4.6 In-Focus: Compression Stockings • 3.4.7 Close-Up: Applying Elastic Stockings • 3.4.7a Read and Review: Applies One Knee-High Elastic Stocking (VA Skills) • 3.4.8 Activity: Applying Compression Stockings • 3.5.1 In-Focus: Frank's Cancer • 3.5.1a Framing: Signs of Cancer from the American Cancer Society (VA Tailoring)
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<ul style="list-style-type: none"> • Discuss care measures, including physical and psychosocial measures, for the client when death is imminent. • Discuss care measure for the family when death is imminent. • Demonstrate postmortem care. 	<ul style="list-style-type: none"> • 3.5.2 Episode 14: Infection Control • 3.5.3 In-Focus: Isolation Precautions • 3.5.3a Read and Review: The Psychological Effects of Isolation (VA Tailoring) • 3.5.4 Activity: Chain of Infection • 3.5.5 Activity: Cancer and Transmission Based Precautions • 3.7.1 Episode 17: Frank's Decision • 3.7.2 In-Focus: IV Therapy and Chest Tubes • 3.7.3 Close-Up: Care for Patients with Chest Tubes • 3.7.4 Episode 18: Frank in Hospice • 3.7.5 In-Focus: Hospice and Palliative Care • 3.7.5 Framing: Culture, Religion and Death (VA Tailoring) • 3.7.6 In-Focus: The Five Stages of Grief • 3.7.7 Activity: Grief and Legal Responsibilities at the End of Life • 3.8.1 Episode 19: Do Not Resuscitate • 3.8.2 Close-Up: Signs and Symptoms of a Heart Attack • 3.8.3 In-Focus: I'm the One • 3.8.4 In-Focus: Post Mortem Care • 3.8.5 Activity: The Chain of Survival and Post Mortem Care • 3.8.6 Episode 20: Family • 3.8.7 Post: If You Were Working with Frank • 4.2.4 In-Focus: The Immune System • 4.2.5 Activity: Elements of the Immune System • 4.2.6 In-Focus: The Human Immunodeficiency Virus • 4.2.7 Activity: What are HIV and AIDS? • 7.8.1 Episode 53: Last Breath • 7.8.2 In-Focus: Final Days, Recognizing the Signs and Symptoms of Death • 7.8.3 Activity: A CNAs Role in Death and Dying • 7.8.5 Post: Supporting the Grieving Process • 7.8.6 In-Focus: Helping the Family • 9.5.5 Activity: Infection Control
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Unit XIII – Admission, Transfer and Discharge

<ul style="list-style-type: none"> • Describe preparation of the client room prior to admission. • Identify areas of orientation that must be provided to the client during the admission process. • Describe how to care for client's personal belongings. • Discuss the observations that the nurse aide should make during the admission process. 	<ul style="list-style-type: none"> • 1.6.4 In-Focus: Procedures • 1.6.5 Activity: Introduction to Procedures • 1.7.1 In-Focus: Purposes and Goals of Long-Term Care • 1.7.1a Read and Review: The Long-Term Care Facility as Home (VA Tailoring) • 1.7.3 Activity: The Long-Term Care Environment • 1.7.7 Activity: The Resident's Room • 2.1.3 In-Focus: Admissions • 2.1.4 Activity: Admissions • 2.2.11 Episode 3: The Exam • 2.2.12 In-Focus: Physical Exam • 2.2.13 Activity: Processes in the Physical Exam • 2.7.8 In-Focus: Resident Discharge • 2.7.9 Episode 7: The Long Road Back
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<ul style="list-style-type: none"> • Document the admissions process, including care of client’s personal belongings, observations and vital signs. • Demonstrate preparing client for transfer. • Identify responsibilities of nurse aide during the discharge of the client. • Demonstrate discharge of the client, including care of personal belongings and assisting to transport to the pick-up area 	<ul style="list-style-type: none"> • 3.1.3 In-Focus: A Closer Look Into the Nursing Process • 3.1.4 Activity: The Nursing Process • 3.2.8 Episode 10: The Physical • 6.2.6 In-Focus: Admissions • 6.2.6 a Read and Review: Assisting with Hospital Transfers (VA Tailoring)
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Unit XIV – Legal and Regulatory Aspects of Practice for the Certified Nurse Aide

<ul style="list-style-type: none"> • Discuss professional behaviors of the nurse aide. • Review methods of conflict management. • Discuss the role of the Virginia Board of Nursing. • Discuss the OBRA requirements. • Discuss the different types of abuse, including the signs of abuse. • Discuss inappropriate nurse aide behavior, including abuse, neglect and misappropriation of client property. • Describe strategies the nurse aide may use to avoid inappropriate behavior. • Discuss the role of the mandated reporter as described in the Code of Virginia. • List reasons for the Virginia Board of Nursing to begin disciplinary proceedings for a certified nurse aide as identified in Regulation 18VAC90-25-100. 	<ul style="list-style-type: none"> • In Class: Orientation to VA Board of Nursing, Disciplinary Actions, and the VA NAAP Exam • 1.2.2 In-Focus: Becoming a Certified Nursing Assistant • 1.2.2 Framing: Responsibilities and Requirements of Certified Nurse Aides per Virginia Board of Nursing (VA Tailoring) • 1.2.6 In-Focus: An Exceptional CNA • 1.2.7 In-Focus: Being A Professional • 1.2.8 Activity: Self-Assessment • 1.4.4 In-Focus: Respectful Communication • 1.4.5 Read and Review: Phone Skills • 1.4.7 Activity: Communication • 1.3.2 In-Focus: Getting Older • 1.4.1 In-Focus: Maslow’s Hierarchy of Needs • 1.4.2 Activity: Maslow’s Hierarchy of Needs • 1.4.4 In-Focus: Respectful Communication • 1.4.7 Activity: Communication • 1.5.1 In-Focus: Legal and Ethical Responsibilities • 1.5.2 Post: Was Evy Justified? Why? Why Not? • 1.5.3 In-Focus: Resident Rights and Legal Responsibilities • 1.5.3a Read and Review: Resident Bill of Rights (VA Tailoring) • 1.5.3a Framing: Personal Choices (VA Tailoring) • 1.5.3b Post: Residents’ Rights (VA Tailoring) • 1.5.4 In-Focus: Boundaries • 1.5.6 In-Focus: Your Legal and Ethical Responsibilities Regarding Abuse • 1.5.7 In-Focus: Ethical Responsibilities • 4.7.3 In-Focus: Omnibus Budget Reconciliation Act • 4.7.4 Activity: Legal Rights and Responsibilities • 4.2.2a Read and Review: Resolving Grievances and Disputes (VA Tailoring)
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<ul style="list-style-type: none"> • Identify the consequences of abuse, neglect and/or misappropriation of client property for a nurse aide • Discuss responsibilities of the certified nurse aide to the Virginia Board of Nursing. • Discuss responsibilities of employers of certified nurse aides to the Virginia Board of Nursing. • Describe the application process for the NNAAP exam. • Describe what the nurse aide graduate is required to bring to the NNAAP test site the day of the test. 	<ul style="list-style-type: none"> • 7.5.2a Read and Review: Burnout (VA Tailoring) • 7.2.7 In-Focus: It's Not What You Say, But How You Say It • 8.1.2a Read and Review: Coping (VA Tailoring) • 8.4.3 Close-Up: Neglect and Abuse • 8.4.4 In-Focus: There's No Excuse for Resident Abuse • 8.5.1 Episode 60: Consequences • 8.5.2 Post: Another Outcome • 8.5.3 In-Focus: Abuse: Legal Recourse and Obligation to Report • 8.5.3a Read and Review: Code of Virginia §63.2-1606 – Mandated and Voluntary Reporting (VA Tailoring) • 8.5.4 Close-Up: Reporting Requirements for Neglect and Abuse
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Unit Objectives

1. Training program must have behaviorally stated objectives for each unit of instructions

Section 1 - Orientation

An introduction to the course, as well as some initial information on health care, the long-term care environment, the role of the nurse aide, and the physical changes in older adults.

Lesson 1 – Welcome to the Course: Learn about your course experience, meet your virtual faculty and get familiar with this platform.

Lesson 2 – Your Role: A closer look at the role of the CNA, define what it means to offer excellent healthcare to patients and learn a bit about the CNA's role in delivering excellent healthcare to patients.

Lesson 3 - Issues of Aging: Focus on what we want for our loved ones as they age, what we would want for ourselves as we age, and what we would want if we were to need long-term nursing care. Introduction to "discussion posts."

Lesson 4 – Communication: Introduction to content related to understanding patients' needs and communicating effectively with patients and their families.

Lesson 5 – Legal and Ethical Responsibilities: Exploration of the legal and ethical responsibilities of being a CNA and learn about patients' rights.

Lesson 6 – The Healthcare Team: Understanding the roles of the professionals on the patient's care team.

Lesson 7 – Your Workplace: A deeper dive into the role of the CNA and essential information on how long-term care is paid for, the survey process for nursing homes, the resident's room, and emergency/disaster planning.

Section 2 - Lily

We meet Lily Lewis a young woman who faces an enormous personal challenge and Marisa, a new CNA. We also meet the members of Lily's family and health care team and learn about topics such as: admissions, emergency care, vital signs, infection control, positioning and rehabilitative and restorative care.

Lesson 1 – Admissions: You will learn how to admit a new resident to a facility, become familiar with delegation guidelines, and how to make an unoccupied bed. At the end of the lesson you'll be introduced to the Note Taking Template for procedures, a tool to organize your notes about procedures that you can use throughout the course.

Lesson 2 – Vital Signs & the Physical Exam: In this lesson, you'll learn about the CNA's role in taking and monitoring vital signs and in assisting with the physical exam.

Lesson 3 – Overview of Injuries, Surgery, & Musculoskeletal Disorders: After suffering from a life-threatening event such as a car accident, many patients will need emergency care. In this lesson, you'll learn about how to provide emergency care and more specifically, rescue breathing. You'll also gain an understanding of injuries, surgery, musculoskeletal disorders, and their treatments.

Lesson 4 – Wound Care and Infection Control Part 1: In this section you've gotten to know Lily Lewis, a patient who suffers from severe injuries. In this lesson, you'll learn how to care for these injuries such as wounds sustained in the car crash. You'll also learn about infection control and about one of its most critical tools: handwashing.

Lesson 5 – Infection Control Part 2: Infections kill hundreds of thousands of Americans every year. In this lesson, you'll learn ways to prevent the spread of infections in long-term care.

Lesson 6 – Positioning, Rehabilitative & Restorative Care: You'll learn how to support rehabilitative and restorative care, as residents work to regain their functioning. As part of this work, a CNA assists with the transfer and movement of residents to facilitate their daily activities and care. This lesson will focus on helping you learn these types of procedures.

Lesson 7 – Bed Baths, Transfers & Discharges: In this lesson, you'll continue to learn about restorative care and some of the procedures associated with it. You'll also observe Lily Lewis' recovery and eventual discharge.

Section 3 - Frank

In Section 3, you will meet both Frank Grafton a wonderful man who is in poor health, and his daughter Beth who cares dearly for her father. You will see how Frank's team helps him confront cancer, COPD, and poor cardiovascular health, as they help him live the best life that he possibly can.

Lesson 1 – The Care Plan & Documentation: In this lesson, you will take a deeper dive into the care plan and the importance of documentation and effective communication in long-term residential nursing care.

Lesson 2 – Reporting & Reporting Subjective & Objective Information: What is the difference between objective and subjective information? How do these pieces of information influence patient care? In this lesson, you will learn how to effectively use both kinds of information as a CNA.

Lesson 3 – Respiratory Support: This lesson will help you become more familiar with the respiratory system and ways to support residents who suffer from respiratory disorders.

Lesson 4 – Supporting Cardiovascular Care: Many residents may suffer from cardiovascular disorders. Consequently, it is important to know the signs and symptoms of cardiovascular disorders as well as care measures that can help people with these conditions. This lesson introduces you to care measures that a CNA can use with residents who have cardiovascular disorders.

Lesson 5 – Supporting Care for Cancer: Many patients who have cancer will also have compromised immune systems. This lesson will help you understand some of the most important steps you can take to reduce the spread of infection.

Lesson 6 – Care for a Bedridden Patient: There are times where patients will become bedridden. The care of bedridden residents is complex. This lesson introduces you to some of the care measures a CNA must employ to care for bedridden residents.

Lesson 7 – Hospice and Palliative Care: Care for patients at the end of their lives is very important. The videos and activities in this lesson will help you understand topics such as palliative care, hospice care and the five stages of grief.

Lesson 8 – Emergency Care & End of Life: Healthcare providers must contend with many clinical, psychological, legal, and procedural issues when a patient dies. This lesson gives you a broad overview of the critical issues that patients, families and healthcare providers face at the end of life.

Section 4 - Helen

Not all residents are as gentle and kind as Frank Grafton. In Section 4, you will meet Helen, a resident who has faced many personal challenges in her life. As you see Helen's team care for her, you will learn about: the immune system, HIV/AIDS, bathing, grooming, personal protective equipment, restraints and residents' rights

Lesson 1 – Working with Challenging Patients: In this lesson, you'll meet Helen Franco, a former model who is HIV positive and has been diagnosed with a mental health disorder. To begin to understand Ms. Franco's condition, you will first get an overview of mental illness, a condition that is often misunderstood.

Lesson 2- Living with HIV: In the previous lesson, you witnessed how persons with HIV may be targets of discrimination. In this lesson, you will learn strategies to address discriminatory behavior. You will also learn about HIV/ AIDS and how it impacts the immune system.

Lesson 3 – Grooming: Grooming helps residents feel refreshed and ready to participate in activities offered by the center. In this lesson, you will learn how to assist with a bath or a shower and shampoo and groom a resident's hair. You will also learn the procedure for shaving a man with a safety razor.

Lesson 4 – The Compromised Immune System: Compromised immune systems like Helen's are particularly susceptible to infection. In this lesson, you will learn about your role in keeping the facility free from disease causing germs.

Lesson 5 – The Infection Cycle & Facility-Based Infection Prevention and Control: Compromised immune systems like Helen's are particularly susceptible to infection. In this lesson, you will learn about your role in keeping the facility free from disease causing germs.

Lesson 6 – Helen's Manic Episode: In this lesson, you will take a deeper dive into the topic of mental health. Specifically, you will learn about the challenges that residents with bipolar disorder, anxiety, and substance abuse face. You'll also learn about the risk factors, warning signs, and steps to take when working with suicidal residents.

Lesson 7 – Restraints and Residents’ Rights: In this lesson, you’ll learn about the use of restraints as a last resort and OBRA, the act which protects older Americans from abuse in long-term care. Finally, you will begin your study of dementia, a disorder Helen Franco begins to grapple with at the end of this episode of *The Residents*.

Section 5 - Martha

As you now know, many residents will struggle with chronic health issues, which may become more complex over time. In Section 5, you will meet Martha and her partner Celly, and learn about: obesity, diabetes, pressure injuries, activities for daily living, and see the way the team responds to Martha’s changing health needs.

Lesson 1 – Introduction to Diabetes & Obesity: The videos and activities in this lesson introduce you to some of the critical care considerations associated with obesity and diabetes.

Lesson 2 – Digestive System & Blood Glucose Management: This lesson introduces you to some common digestive system disorders and the measures that are used to treat these disorders. It also provides more information about the care of patients with diabetes.

Lesson 3 – Mealtimes, Special Diets, & Nutrition: Mealtimes are an important part of a resident’s day. This lesson introduces you to some of the most critical care measures that a CNA must employ during residents’ mealtimes.

Lesson 4 – Foot Care, Exercise, & Range of Motion: This lesson will help deepen your knowledge about care for diabetic patients who, like Martha, need support to meet their exercise goals and who need daily foot care to prevent complications from the disease.

Lesson 5 -Working with Residents with Hearing or Visual Impairments: Some patients may arrive at a facility with partial or complete hearing or vision loss, or they may develop these issues over time. In either case, these conditions require that professionals modify and adapt the care that they provide. This lesson will help you become more familiar with care for people with hearing and/or vision loss.

Lesson 6 – Pressure Ulcers: Pressure ulcers are dangerous. This lesson will help you identify the signs and symptoms of pressure ulcers and illustrate ways that healthcare providers can work with patients to prevent pressure ulcers.

Lesson 7 – Morning, Afternoon & Night: A big part of the nursing assistant’s role is helping patients with activities for daily living such as: bathing, going to the bathroom, feeding, and moving. This lesson will give you a broad overview of activities for daily living and the implications of this kind of care for patients with both chronic conditions and acute illnesses. Finally, the lesson will also take a more focused look at transfers of patients with mechanical lifts.

Lesson 8 – Revisiting the Care Plan: This lesson introduces you to shingles, a condition which many adults will experience in their lifetimes. Then you’ll revisit Martha Vance’s care plan and make predictions about her next care plan meeting.

Section 6 - Timothy

In Section 6, you will meet Dr. Timothy Lerner, and his wife Simone as they share their days in an assisted living facility. However, Timothy’s health takes a drastic turn for the worse, and he and Simone must adjust

to a new reality. This section includes information about the nervous system, and important care measures for residents who are disabled.

Lesson 1 – Assisted Living & Resident Sexuality: When residents come to move to nursing centers, they bring their whole selves to their homes, not just their disease or disability. In this lesson you'll meet Dr. and Mrs. Lerner, a couple who lives in an assisted living facility. You'll learn about assisted living and how it differs from a nursing center. You'll also learn about resident sexuality and how to support its healthy expression as a CNA.

Lesson 2 – Timothy's Stroke & Change of Condition: In this lesson, Dr. Lerner suffers from a stroke, a disorder of the nervous system. Through observation and supporting activities you'll learn about the causes, signs and symptoms, and treatment of a stroke, the leading cause of disability in adults. You will also revisit the topic of admissions through the eyes of Dr. and Mrs. Lerner who must move from their assisted living housing to a nursing home.

Lesson 3 – Working with a Depressed Patient: Depression is a mental health issue that impacts a high percentage of stroke victims like Dr. Timothy Lerner. In this lesson you'll learn about this disorder and how to work with patients who suffer from depression.

Lesson 4 – ADL: Toileting, Bathing & Catheter Care: Bedridden residents often need assistance with activities such as toileting and bathing. In this lesson, you will learn the correct method of providing this type of care.

Lesson 5 – ADL: Skin & Nail Care: Caring for residents' skin and nails are part of a nursing assistant's daily responsibilities. In this lesson, you will learn the procedures for massaging a resident, nail care, and guidelines for providing skin care for older adults.

Lesson 6 – Mealtimes: Residents look forward to mealtimes. They are a chance for social interaction and may be the highlight of their day. In addition to providing a safe experience, the goal of assisting with preparation of trays and feeding residents is to make mealtimes as pleasant and enjoyable as possible.

Lesson 7 – Rehabilitative & Restorative Care: Review of the principles of rehabilitative and restorative care and learn how to employ these principles while performing common procedures, such as dressing and ambulation. At the end of the lesson, you'll review some guidelines to follow when communicating with residents and learn the importance of cross cultural communication with those in your care.

Section 7 - Stuart

Section 7 will introduce you to Mr. Stuart Boone and his family as they face Alzheimer's disease together. This section will show you the progression of the disease, and the important care measures that the health care team must enact in order to give Stuart the best quality of life possible. You will also see how the health care professionals work with Stuart's family as his disease progresses.

Lesson 1 – Introduction to Dementia & Alzheimer's Disease: Section 7 of the course is devoted to working with patients who have dementia or Alzheimer's disease. The videos and activities in this lesson are designed to give you an introduction to these conditions, as well as the care measures that a CNA must use when working with patients who have these challenges.

Lesson 2 – Care for Moderate Alzheimer's Disease – Part #1: As you now know, Alzheimer's disease is progressive, which means that the person's functional abilities decline over time. This lesson is the first of three lessons, which will introduce you to the care measures that nursing assistants must employ with residents who have moderate Alzheimer's disease.

Lesson 3 – Care for Moderate Alzheimer’s Disease – Part #2: - As a person’s Alzheimer’s progresses, patients’ behaviors often change in unpredictable ways. This lesson focuses some of these changes with a special focus on sexual aggression and ways that nursing assistants can manage these challenging behaviors.

Lesson 4 – Care for Moderate Alzheimer’s Disease – Part #3 - This lesson will close out the short mini-unit on care for residents with moderate Alzheimer’s disease.

Lesson 5 – Care for Severe Alzheimer’s Part 1: As the functioning of patients with Alzheimer’s disease declines, these patients need additional support from caregivers. The next two lessons focus on important care measures that nursing assistants must be able to provide in order to help patients with severe Alzheimer’s disease.

Lesson 6 – Care for Severe Alzheimer’s Part 2: As Alzheimer’s disease progresses, residents with the disease have difficulty controlling daily activities such as elimination. Residents eventually lose consciousness and become comatose. The following activities and videos will help you learn how to provide care for residents in the late stages of the disease.

Lesson 7 – Additional Care Measures for the Bladder and the Bowels: In this lesson, we’ll take a short detour from our study of Alzheimer’s disease to learn some additional issues and care measures for the following topics: incontinence, fecal impaction, enemas, and ostomies.

Lesson 8 – Death: As a nursing assistant, you have an important role to play as a care provider when a resident dies. This lesson takes a closer look at the work of the CNA when a resident dies.

Section 8 - Michelle

Some of your residents may have developmental disabilities in addition to other complex health conditions. In Section 8, you will meet Michelle Gilmore and her brother. You will see how the team cares for a patient with kidney failure and see how the nursing home grapples with an extreme violation of residents’ rights. Understanding the basic functions of the urinary system will help you provide better care to your patients. This lesson reviews the urinary system and the care measures that you can do as a nursing assistant to promote the health and wellness of your patients.

Lesson 1 – Introduction to Developmental Disabilities: In this lesson, you will get an introduction to developmental disabilities and the nursing assistant’s role in working with patients who have developmental disabilities.

Lesson 2 – The Urinary System: Understanding the basic functions of the urinary system will help you provide better care to your patients. This lesson reviews the urinary system and the care measures that you can do as a nursing assistant to promote the health and wellness of your patients.

Lesson 3 – Dialysis: Kidney failure is life-threatening. This lesson takes a closer look at the care measures that a nursing assistant can offer to help patients with kidney failure and other urinary disorders.

Lesson 4 – Suspected Abuse: Although everyone agrees that residents should NEVER be abused or neglected, both abuse and neglect occur in the care of the sick and elderly. This lesson takes a closer look at the issues of abuse and neglect.

Lesson 5 – Reporting Abuse: If you suspect that a patient is being abused or neglected, you must take action. This lesson shows you what to do if you suspect that a resident is being abused or neglected.

2. Each objective must state measurable criteria which serve as the basis for competency evaluations

Throughout the course, there are short quizzes/activities called “Activity” which help the students check their understanding of the material.

At the end of each section, students will have the opportunity to apply what they have learned in the section to a multiple-choice practice test similar to the CNA certification exam. Students can use these practice tests to assess their knowledge of the material and to improve their test-taking skills. As students go through the course, the practice tests, which are cumulative, will include more material and get longer

Practice Tests: 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B

CNA Edge Alignment with Virginia Skills:

Pearson Vue Skill	LOCATION in CNA Edge
1. Hand Hygiene (Hand Washing)	2.4.9a Hand Hygiene (Hand Washing)
2. Applies one knee-high elastic stocking	3.4.7a Applies One Knee-High Elastic Stocking
3. Assists to ambulate using transfer belt	6.7.4a Assists to Ambulate Using Transfer Belt
4. Assists with use of bedpan	3.6.13a Assists with Use of Bedpan
5. Cleans upper or lower denture	3.6.8b Read and Review: Cleans Upper and Lower Denture
6. Counts and records radial pulse	2.2.6a Counts and Records Radial Pulse
7. Counts and records respirations	2.2.7a Counts and Records Respirations
8. Donning and removing PPE (gown and gloves)	4.2.9a Donning and Removing PPE (Gown and Gloves)
9. Dresses client with affected (weak) right arm	6.7.2a Dresses Client with Affected (Weak) Right Arm
10. Feeds client who cannot feed self	6.6.4b Feeds Client Who Cannot Feed Self
11. Gives modified bed bath (face and one arm, hand and underarm)	6.4.8a Gives Modified Bed Bath (Face and One Arm, Hand and Underarm)
12. Measures and records electronic blood pressure	2.2.9b Alternative Blood Pressure Measurements
13. Measures and records urinary output	8.2.5a Measures and Records Urinary Output
14. Measures and records weight of ambulatory client	3.2.9b Read and Review: Measure the Weight of a Non-Ambulatory Resident
15. Performs modified passive range of motion (PROM) for one knee and one ankle	5.4.7a Performs Modified Passive Range of Motion (PROM) for One Knee and One Ankle
16. Performs modified passive range of motion (PROM) for one shoulder	5.4.7b Performs Modified Passive Range of Motion (PROM) for One Shoulder
17. Positions on side	2.6.4b Positions on Side
18. Provides catheter care for female	6.4.9a Provides Catheter Care for Female
19. Provides foot care on one foot	5.4.2a Provides Foot Care on One Foot
20. Provides mouth care	3.6.8a Provides Mouth Care

21. Provides perineal care (peri-care) for female	6.4.3a Provides Perineal Care (Peri-Care) for Female
22. Transfers from bed to wheelchair using transfer belt	2.7.4a Transfers from Bed to Wheelchair Using Transfer Belt
23. Measures and records manual blood pressure	2.2.9a Measures and Records Manual Blood Pressure

SKILLS CHECKLIST

Upon evaluation of each skill the instructor will indicate whether the skill was performed to a Satisfactory (S) or an Unsatisfactory (U) level. The instructor must sign and date the form and place it in the student record.

Student Name: _____

SKILL:	S	U	DATE:	INSTRUCTOR SIGNATURE:
1. Hand Hygiene (Hand Washing)				
2. Applies one knee-high elastic stocking				
3. Assists to ambulate using transfer belt				
4. Assists with use of bedpan				
5. Cleans upper or lower denture				
6. Counts and records radial pulse				
7. Counts and records respirations				
8. Donning and removing PPE (gown and gloves)				
9. Dresses client with affected (weak) right arm				
10. Feeds client who cannot feed self				
11. Gives modified bed bath (face and one arm, hand and underarm)				
12. Measures and records electronic blood pressure				
13. Measures and records urinary output				
14. Measures and records weight of ambulatory client				
15. Performs modified passive range of motion (PROM) for one knee and one ankle				
16. Performs modified passive range of motion (PROM) for one shoulder				
17. Positions on side				
18. Provides catheter care for female				
19. Provides foot care on one foot				
20. Provides mouth care				
21. Provides perineal care (peri-care) for female				

22. Transfers from bed to wheelchair using transfer belt				
23. Measures and records manual blood pressure				

Section 1 - Overview

In Section 1, students are introduced to Marissa, a fictional character who has just completed her Nurse Aide Training program and is beginning her career as a CNA in a skilled nursing facility. In this section, students learn about a CNAs role in the facility, and the importance and purpose of long-term care.



1.1

Section 1 Lesson 1: Welcome to the Course

Learning Objectives:

- What is the course structure of CNA Edge?
- What kinds of content assets are in the course?
- Who are the virtual faculty in CNA Edge?

Topics Covered:

- Introduction to long-term care

Content Assets:

- Close-Up: Course Overview
- In Focus: Welcome to the Course
- Close-Up: Meet Your Faculty

1.2

Section 1 Lesson 2: Your Role

Learning Objectives:

- Why is the role of the nurse aide so important to residents and their families?
- What makes a person a great CNA? Why?
- How will the students take notes in this course? What format will the students use?

Topics Covered:

- The role of the nurse aid
- Resident centered care

Content Assets:

- Close-Up: You Are Critical to Patients, Families and Healthcare
- In Focus: Becoming a Certified Nursing Assistant
- In Focus: A CNA's Roles and Responsibilities
- Read and Review: Roles and Responsibilities in Long-Term Care
- Read: Introduction to Activities
- Activity: A CNA's Role
- Close-Up: Defining Excellent Healthcare
- In Focus: An Exceptional CNA
- In Focus: Being A Professional
- Activity: Self-Assessment
- Read and Review: Guidance Document
- Read and Review: Blank Note Taking Template for Videos
- Read and Review: Sample Note Taking Template for Videos

1.3

Section 1 Lesson 3: Issues of Aging

Learning Objectives:

- What do the students want for the themselves (or a loved one) as the students age? Why?
- What kinds of changes (physical, psychological, social) occur as we age? How do these changes affect us?
- What do these changes mean for the role of the CNA and for the students' patients?

Topics Covered:

- Age related changes

Content Assets:

- Read: Introduction to Posts
- Post: Think About Yourself at Age 85
- In Focus: Getting Older
- Read and Review: Age Related Changes
- Activity: The Older Adult
- Post: Think About Yourself at Age 85 Again

1.4

Section 1 Lesson 4: Communication

Learning Objectives:

- What is Maslow's Hierarchy of Needs? Why is this important for residential nursing care?
- What is HIPAA? Why is this law so important?
- What are some best practices for communicating with residents and their families? Why are these techniques considered best practices?

Topics Covered:

- Basic communication skills
- Maslow's hierarchy of needs

Content Assets:

- In Focus: Maslow's Hierarchy of Needs
- Activity: Maslow's Hierarchy of Needs
- Close-Up: The CNA is Critical to Patients and Families
- In Focus: Respectful Communication
- Read and Review: Phone Skills
- In Focus: Patient Confidentiality and HIPAA
- Activity: Communication
- Episode 1: The Residents

1.5

Section 1 Lesson 5: Legal and Ethical Responsibilities

Learning Objectives:

- What are the primary legal and ethical responsibilities of a nurse aide?
- What is the Resident's Bill of Rights? Why are these rights so important?
- What is elder abuse?

Topics Covered:

- Legal and ethical responsibilities of the nurse aid
- Resident rights
- HIPPA

Content Assets:

- In Focus: Legal and Ethical Responsibilities
- Post: Was Evy Justified? Why? Why Not?
- In Focus: Resident Rights and Legal Responsibilities
- Read and Post: Residents' Rights
- In Focus: Boundaries
- Activity: Residents' Rights
- In Focus: Your Legal and Ethical Responsibilities Regarding Abuse
- In Focus: Ethical Responsibilities
- Activity: Elder Abuse

1.6

Section 1 Lesson 6: The Healthcare Team

Learning Objectives:

- What are some of the most common roles in long-term nursing care?
- How do members of the healthcare team and interdisciplinary team work together to help residents?

Topics Covered:

- The care team
- Chain of command

Content Assets:

- Close-Up: The Healthcare Team
- Read and Review: Effective and Ineffective Teams
- Activity: The Healthcare Team
- In Focus: The Interdisciplinary Team
- In Focus: Procedures
- Activity: Introduction to Procedures

1.7

Section 1 Lesson 7: Your Workplace

Learning Objectives:

- What are the purposes and goals of long-term residential nursing care?
- What should you and your colleagues do in an emergency? Why?

Topics Covered:

- Fire and disaster planning
- The resident's room
- Self-care
- The survey process
- Affordable care

Content Assets:

- In-Focus: Purposes and Goals of Long-Term Care
- Read and Review: The Long-Term Care Facility as Home
- In Focus: Affordable Care
- In Focus: Understanding the Survey Process
- Activity: The Long-Term Care Environment
- In Focus: In an Emergency
- Activity: Fire Safety and Disaster Planning
- Read and Review: Fire Extinguishers
- Read and Review: Smoking Safety
- Read and Review: Burn Risks
- Activity: The Resident's Room
- Close-Up: Taking Care of Yourself
- Post: How do you de-stress?

1.8

Section 1 Lesson 8: Test Preparation

Learning Objectives:

- What is the format of the multiple-choice test for CNA certification?
- How much of the content from Section 1 did the students learn?
- What do the student still need to study or review?

Content Assets:

- Test Taking Strategy #1 - Read the Entire Question
- Activity: Practice Test 1A
- Post: Trying the strategy

1.9

Section 1 Lesson 9: The Final Word

Learning Objectives:

- What are the students' major takeaways from Section 1?

Content Assets:

- Close-Up: Review of Section 1

Section 2 – Lily Lewis



Lily is the first resident that the students will be introduced to in the course. Lily, a young and active woman, suffered major injuries because of a car accident and ends up in the facility for rehab. Her family is very involved but not always in agreement with the care plan. In this section students will learn about rehabilitative care, positioning, infection control, basic transfers, admissions and discharge.

2.1

Section 2 Lesson 1: Admissions

Learning Objectives:

- What goes on during the resident admissions process? Why are a resident's admissions so important? What is the role of the nurse aide during admissions?
- What are delegation guidelines? What is the role of the CNA in following delegation guidelines?
- How do students make an unoccupied bed?

Topics Covered:

- Admissions
- Delegation guidelines
- Making an unoccupied bed

Content Assets:

- Close-Up: Introduction to Section Two
- Episode 2: 28 Minutes to the Top
- In Focus: Admissions
- Activity: Admissions
- In Focus: Delegation Guidelines
- Activity: Delegation Guidelines
- In Focus: Changing Bed Linens
- Read and Review: Procedural Practice Activities
- Activity: Introduction to Procedural Practices
- Blank Note Taking Template for Procedures
- Sample Note Taking Template for Procedures
- Procedural Practice: Making an Unoccupied Bed

2.2

Section 2 Lesson 2: Vital Signs and the Physical Exam

Learning Objectives:

- What are the four vital signs? What do the four vital signs measure? Why are these measurements important?
- How do students take a resident's temperature, pulse, respiration rate and blood pressure?
- What are normal (and abnormal) ranges for each vital sign? What should a nurse aide do if one or more of a resident's vital signs are in the abnormal range?

Topics Covered:

- Vital signs
- The physical exam

Content Assets:

- Close-Up: Introduction to Vital Signs
- In Focus: Introduction to Vital Signs
- In Focus: Temperature
- Procedural Practice: Measuring and Recording Temperature
- In Focus: Pulse
- Read and Review: Counts and Records Radial Pulse
- In Focus: Respiration
- Read and Review: Counts and Records Respirations
- In Focus: Blood Pressure
- Read and Review: Measures and Records Manual Blood Pressure
- Read and Review: Alternative Blood Pressure Readings
- Activity: Vital Signs
- Episode 3: The Exam
- In Focus: The Physical Exam
- Activity: Processes in the Physical Exam
- Episode 4: Introductions

2.3

Section 2 Lesson 3: Overview of Injuries, Surgery, and the Musculoskeletal System

Learning Objectives:

- What is the musculoskeletal system? What are the signs, symptoms, and treatments for common musculoskeletal disorders?
- What are the essential principles of emergency care? What is the role of the nurse aide in emergency care? What are the “ABC’s” of emergency care?

Topics Covered:

- The musculoskeletal system and disorders
- Emergency care
- Hot and cold compresses

Content Assets:

- Post: Have You Ever Had Surgery?
- Close-Up: Traumatic Accidents & Emergency Care
- In Focus: Basic Emergency Care
- Post: Nosebleeds and Bleeding
- In Focus: Rescue Breathing
- Read and Review: Cardiopulmonary Resuscitation
- Close-Up: Overview of Surgery and Rehabilitation
- In Focus: Fractures
- In Focus: Care for Musculoskeletal Disorders
- Read and Review: The Anatomy of the Musculoskeletal System
- Activity: The Symptoms, Injury, and Care of Musculo-Skeletal Disorders
- In Focus: Hot and Cold Compresses

2.4

Section 2 Lesson 4: Wound Care and Infection Control, Part 1

Learning Objectives:

- What are the types of wounds? What are the basic principles for wound care?
- What is an infection? Why is an infection so dangerous? What are the common signs of an infection?
- How can CNAs prevent infections? How do health care providers wash their hands?

Topics Covered:

- Wound care
- Infection control

Content Assets:

- In Focus: The Care Plan
- Episode 5: Observe and Report
- In Focus: Wounds
- Activity: Types of Wounds
- In Focus: Signs of Infections In Wounds
- In Focus: Introduction to Infection Control
- Activity: Infection Prevention Methods
- In Focus: Introduction to Hand Washing
- Close-Up: Handwashing
- Read and Review: Hand Hygiene (Hand Washing)
- Read and Review: Sections of Lily's Care Plan

2.5

Section 2 Lesson 5: Infection Control, Part 2

Learning Objectives:

- How can CNAs work to prevent infections in long-term residential nursing care?
- What is the blood borne pathogen standard? What are the common signs and symptoms of infection?
- How does a nurse aide put on and take off gloves?

Topics Covered:

- Infection control (Cont.)

Content Assets:

- Close-Up: Infection Control
- Activity: Identify Infection Risks and Signs to be Treated
- In Focus: Blood Borne Pathogens
- Close-Up: Clean and Sterile Gloving
- Procedural Practice: Putting on and Taking Off Gloves
- Episode 6: Stuck in Traction
- Post: Name One Thing You Will Pay Special Attention To

2.6

Section 2 Lesson 6: Positioning, Rehabilitative and Restorative Care

Learning Objectives:

- What is rehabilitative and restorative care? Why is this kind of care important?
- What are the basic principles of positioning a resident in bed? What are the common positions health care providers used with residents in bed? How do students position a resident in bed?
- What are range of motion exercises?

Topics Covered:

- Rehabilitative care
- Positioning residents in bed
- Body mechanics

Content Assets:

- Close-Up: What is Rehabilitative Care and Why is it Important?
- In Focus: How to Move a Person to and from a Stretcher
- Procedural Practice: Moving a Person to a Stretcher
- Close-Up: Positioning Patients in Bed
- Read and Review: Positioning and Rehabilitative Devices
- Read and Review: Positions on Side
- In Focus: Positioning Residents in Bed
- In Focus: How to Move a Resident Up in a Bed
- Procedural Practice: Raising a Person's Head and Shoulders
- Procedural Practice: Helping a Patient Move Up in Bed When the Resident Can Help
- Procedural Practice: Moving the Person Up in Bed with a Trapeze
- In Focus: Moving a Resident from Side to Side in Bed
- Procedural Practice: Moving to the Side of the Bed When the Person Can Help
- Procedural Practice: Logrolling a Person
- Close-Up: Body Mechanics
- In Focus: Range of Motion Exercises

2.7

Section 2 Lesson 7: Bed Baths, Transfers and Discharges

Learning Objectives:

- What is a bed bath? Why is a bed bath important?
- What are the basic principles of resident transfers? How do students transfer a resident?
- What happens during a resident's discharge from the facility? What is the nurse aide's role in resident discharge?

Topics Covered:

- Basic transfers
- Bed baths
- Discharges

Content Assets:

- In Focus: Bed Baths
- In Focus: Basic Transfers
- Close-Up: Transferring a Patient from a Bed to a Wheelchair
- Read and Review: Transfers from Bed to Wheelchair Using a Transfer Belt
- In Focus: Wheelchairs, Walkers, and Crutches
- Procedural Practice: Transferring a Person from a Wheelchair to a Bed
- Procedural Practice: Transferring a Person to and from the Toilet
- Episode 7: The Long Road Back
- In Focus: Resident Discharge

2.8

Section 2 Lesson 8: Test Preparation

Learning Objectives:

- How much content from Sections 1 and 2 did students learn?
- What content do students need to review?

Content Assets:

- Test Taking Strategy #2: Envision the Answer
- Practice Test 2A
- Post: Did You Try the Strategy?

2.9

Section 2 Lesson 9: Review of Section 2

Learning Objectives:

- What are the students' major takeaways from Section 2?

Content Assets:

- Close-Up: Review of Section 2
- Close-Up: Section 2 Wrap-Up

Section 3 – Frank Grafton



Frank is a warm, funny man who is in long-term residential care and is dealing with very terminal health issues, including COPD and lung cancer. His daughter is very involved in his care but isn't always easy for the staff to work with as she deals with her own emotional struggles due to her father's decline. Eventually Frank dies, and his story illustrates the emotional demands and rewards for a nurse aide.

3.1

Section 3 Lesson 1: The Care Plan & Documentation

Learning Objectives:

- What is the nursing process? Why is the nursing process important?
- What are the core principles of reporting and recording information? Why is reporting and recording information important in long-term residential nursing care?

Topics Covered:

- The care plan
- Recording and reporting

Content Assets:

- Close-Up: Introduction to Section 3
- In Focus: Frank
- In Focus: A Closer Look Into the Nursing Process
- Activity: The Nursing Process
- Episode 8: Meet Frank
- In Focus: Recording and Reporting
- Activity: Documentation

3.2

Section 3 Lesson 2: Reporting and Recording Subjective and Objective Information

Learning Objectives:

- What is subjective information? What is objective information? Why are subjective and objective information important to health care providers?
- What are the core principles of reporting and recording information? What is the nurse aide's role in reporting and recording information?
- Why is the physical exam important? What happens during the physical exam?

Topics Covered:

- Subjective and objective information
- The physical

Content Assets:

- Episode 9: Old Man River
- In Focus: What Do You See?
- Activity: Subjective or Objective Information
- Post: Subjective and Objective Information
- In Focus: Reporting vs. Recording
- Read and Review: Basic Observations
- Activity: Reporting and Recording
- Read and Review: Common Medical Abbreviations
- Episode 10: The Physical
- Procedural Practice: Measuring Weight and Height
- Read and Review: Measure the Height of a Resident in Bed
- Read and Review: Measuring and Recording the Weight of a Non-Ambulatory Resident
- Read and Review: Measures and Records Weight of Ambulatory Client

3.3

Section 3 Lesson 3: Respiratory Support

Learning Objectives:

- What is the respiratory system? Why is the respiratory system important?
- What are common disorders of the respiratory system? What is the role of the nurse aide in treating residents with disorders of the respiratory system?
- What is oxygen therapy? What is the role of the nurse aide in supporting oxygen therapy?

Topics Covered:

- The respiratory system and its disorders
- Deep breathing and coughing
- Incentive spirometer
- Oxygen therapy

Content Assets:

- In Focus: The Respiratory System & Its Disorders
- Activity: The Respiratory System & Its Disorders
- Episode 11: C.O.P.D.
- In Focus: Take a Deep Breath
- Procedural Practice: Assisting Deep Breathing and Coughing
- Procedural Practice: Incentive Spirometer
- Episode 12: Oxygen
- In Focus: Oxygen Therapy
- Read and Review: Oxygen Therapy
- Procedural Practice: Setting for Oxygen Administration
- Read and Review: Oxygen Therapy Safety Guidelines

3.4

Section 3 Lesson 4: Supporting Cardiovascular Care

Learning Objectives:

- What are the cardiovascular and circulatory systems? What are common disorders of the cardiovascular and circulatory systems?
- What is the role of the CNA in treating residents with disorders of the cardiovascular and circulatory systems?
- How do students apply elastic stockings to a resident?

Topics Covered:

- Cardiovascular system and its disorders
- The circulatory system
- Compression stockings

Content Assets:

- Close-Up: Cardiovascular Disease Inside the Body
- Episode 13: Panther Mount
- In Focus: The Circulatory System
- In Focus: Care for Cardiovascular Disorders
- Activity: The Cardiovascular System and Its Disorders
- Read and Review: The Structure and Function of the Heart
- In Focus: Compression Stockings
- Close-Up: Applying Elastic Stockings
- Read and Review: Applies One Knee-High Elastic Stocking
- Activity: Applying Compression Stockings

3.5

Section 3 Lesson 5: Supporting Care for Cancer

Learning Objectives:

- What is cancer? What does cancer do to a person's cells?
- What is the chain of infection? How can a nurse aide break the chain of infection?
- What are the different types of Isolation precautions? When do health care providers use Isolation precautions?

Topics Covered:

- Cancer
- Infection control

Content Assets:

- In Focus: Frank's Cancer
- Episode 14: Infection Control
- In Focus: Isolation Precautions
- Read and Review: Psychological Aspects of Isolation
- Activity: Chain of Infection
- Activity: Cancer and Transmission Based Precautions

3.6

Section 3 Lesson 6: Care for a Bedridden Patient

Learning Objectives:

- What are some of the core principles of taking care of a bedridden patient?
- How do nurse aides assist residents with sputum specimens?
- How do nurse aides assist residents with oral hygiene and denture care?
- How do nurse aides assist residents with bedpans, commodes and urinals?

Topics Covered:

- Sputum specimens
- Oral care
- Bed rails

Content Assets:

- Episode 15: The Specimen
- In Focus: Taking A Sputum Specimen
- Procedural Practice: Collecting a Sputum Specimen
- Episode 16: Dignity
- In Focus: Bed Rails
- Read and Review: Entrapment Zones
- In Focus: Positive Thinking
- Post: Positive Thinking
- In Focus: Mirror, Mirror
- Read and Review: Provides Mouth Care
- Read and Review: Cleans Upper or Lower Denture
- Procedural Practice: Flossing Teeth
- Procedural Practice: Oral Care for an Unconscious Person
- In Focus: Assisting with Elimination
- Read and Review: Assists with Use of Bedpan
- Procedural Practice: Assisting with a Commode

3.7

Section 3 Lesson 7: Hospice and Palliative Care

Learning Objectives:

- What is hospice care? What is palliative care?
- What are the five stages of grief?
- What is the role of the nurse aide in caring for patients on IV therapy and those patients with chest tubes?

Topics Covered:

- Hospice and palliative care
- Grief

Content Assets:

- Episode 17: Frank's Decision
- In Focus: IV Therapy and Chest Tubes
- Close-Up: Care for Patients with Chest Tubes
- Episode 18: Frank in Hospice
- In Focus: Hospice and Palliative Care
- In Focus: The Five Stages of Grief
- Activity: Grief and Legal Responsibilities at the End of Life

3.8

Section 3 Lesson 8: Emergency Care and End of Life

Learning Objectives:

- What is a DNR order and why is it important?
- What is a heart attack? What is the role of the CNA in a medical emergency?
- What is the role of the nurse aide with post-mortem care? How can nurse aides help the family of the resident?

Topics Covered:

- DNR orders
- Post-mortem care

Content Assets:

- Episode 19: Do Not Resuscitate
- Close-Up: Signs and Symptoms of a Heart Attack
- In Focus: I'm the One
- In Focus: Post Mortem Care
- Activity: The Chain of Survival and Post Mortem Care
- Episode 20: Family
- Post: If You Were Working with Frank
- In Focus: Self Care

3.9

Section 3 Lesson 9: Test Preparation

Learning Objectives:

- How much content from Sections 1-3 did students learn?
- What content do students need to review?

Content Assets:

- Test Taking Strategy #3: Read All Before Deciding
- Practice Test 3A
- Post: Did You Try the Strategy? Why or why not?

3.10

Section 3 Lesson 10: Review of Section 3

Learning Objectives:

- What are students' major takeaways from Section 3?

Content Assets:

- Close-Up: Review of Section 3
- Close-Up: Section 3 Wrap-Up

Section 4 – Helen Franco



Helen is a resident who struggles to adjust to life in residential nursing care. She is HIV positive and challenged with mental illness, and at times has great difficulty interacting with staff and other residents. Through Helen the students will observe essential elements of communication, standard precautions, and grooming.

4.1

Section 4 Lesson 1: Working with Challenging Patients

Learning Objectives:

- What is mental health? What is mental illness?
- What are some common mental health disorders?
- What are some ways the students can work with challenging patients?

Topics Covered:

- Mental health and mental illness
- The care plan
- Care plan meetings

Content Assets:

- Close-Up: Introduction to Section 4
- Episode: 21: Polar Bear Disease
- Read and Review: Resident Behavior
- Read and Review: Helen's Care Plan
- Episode 22: Life Is Art
- In Focus: Mind over Matter
- Read and Review: Schizophrenia
- Activity: Mental Health Needs of Residents
- Read and Review: Defense Mechanisms
- Post: The Mental Health Needs of Residents

4.2

Section 4 Lesson 2: Living with HIV

Learning Objectives:

- How can healthcare providers address discrimination and help resolve conflicts in residential facilities?
- What is the immune system? What are HIV and AIDS? How do these diseases affect the immune system? What is the blood borne pathogen standard?
- What is PPE? How do healthcare providers use PPE? Why do healthcare providers use PPE?

Topics covered:

- Standard precautions
- The blood borne pathogen standard
- Sharps
- PPE
- HIV
- Discrimination

Content Assets:

- Post: Have you or a loved one ever been the victim of discrimination?
- Episode 23: Discrimination
- Read and Review: Resolving Grievances and Disputes
- In Focus: Addressing Discrimination
- In Focus: The Immune System
- Activity: Elements of the Immune System
- In Focus: The Human Immunodeficiency Virus
- Activity: What is HIV and AIDS?
- Close-up: Review of Blood Borne Pathogens and Sharps Disposal
- In Focus: Personal Protective Equipment
- Read and Review: Donning and Removing Personal Protective Equipment (Gown and Gloves)

4.3

Section 4 Lesson 3: Grooming

Learning Objectives:

- How does a nurse aide assist a resident in bathing? (Tub/Shower)
- How does a nurse aide assist a resident with grooming and hair care?

Topics Covered:

- Bathing/showers
- Washing hair
- Grooming

Content Assets:

- Episode 24: Depression
- In Focus: Assisting with a Bath or Shower
- Read and Review: Assisting a Resident to Bathe in a Whirlpool
- Procedural Practice: Assisting with a Tub Bath
- Procedural Practice: Assisting with a Shower
- In Focus: Groom in Your Room
- Read and Review: Grooming - Facial Hair and Make-Up
- Activity: Washing Hair and Grooming
- Procedural Practice: Washing a Resident's Hair

4.4

Section 4 Lesson 4: The Compromised Immune System

Learning Objectives:

- How does a resident with a weakened immune system feel? Why is having a weakened immune system so dangerous for a resident?
- What are common signs and symptoms of pain?
- How can a nurse aide help care for a resident with a weakened immune system? How can a nurse help care for a resident in pain?

Topics Covered:

- The immune systems
- Pain

Content Assets:

- Episode 25: On the Inside
- Post: Any advice?
- In Focus: An Immune System to the Rescue...or Maybe Not.
- Activity: An Immune System Under Stress
- Activity: Pain and Medication
- Close-up: Compromised Immune System
- In Focus: Selections of Helen's Care Plan

4.5

Section 4 Lesson 5: The Infection Cycle and Facility Based Infection Prevention and Control

Learning Objectives:

- What is the infection cycle? How can nurse aides help break the chain of infection?
- What do the terms: clean, dirty, medical asepsis, and sterile mean?
- How should healthcare providers dispose of sharps? Why?

Topics Covered:

- Infection control
- Cleaning
- Disinfecting and sanitizing

Content Assets:

- Episode 26: Signs of Infection
- In Focus: The Infection Cycle
- Activity: Infection Control: Sharps
- Close-Up: Why Is Cleanliness of the Facility So Important and What You Can Do About It
- In Focus: Sanitize and Clean All Unseen Germs
- Activity: Clean vs. Dirty Items
- Post: Teach Infection Prevention or Control

4.6

Section 4 Lesson 6: Helen's Manic Episode

Learning Objectives:

- How does mental illness impact a resident's behavior and state of mind?
- What are some ways that a nurse aide can work with a resident who has mental illness?

Topics Covered:

- The effects of drug and alcohol abuse
- Suicide

Content Assets:

- Episode 27: Ghost Bird
- Post: Working with Combative Residents
- In Focus: Riding the Emotional Roller Coaster
- Activity: Bi-Polar Disorder
- In Focus: Mental Health Issues: Anxiety and Substance Abuse
- Close-Up: The Effects of Drug and Alcohol Abuse on the Body
- In Focus: Suicide
- Activity: Mental Health Issues and Suicide

4.7

Section 4 Lesson 7: Restraints and Residents' Rights

Learning Objectives:

- What are restraints? When (and why) do healthcare providers sometimes use restraints?
- What are the dangers of restraints?
- What rights do residents have when they are in restraints? What is the role of the nurse aide in caring for residents in restraints?

Topics Covered:

- Restraints
- Residents rights
- Legal and ethical responsibilities of the nursing assistant
- Dementia

Content Assets:

- In Focus: Restraints
- Activity: Safe Restraint Use
- In Focus: Omnibus Budget Reconciliation Act
- Activity: Legal Rights and Responsibilities
- Episode 28: Long Lost Sisters
- In Focus: It's Easy to Forget: Mild Dementia

4.8

Section 4 Lesson 8: Test Preparation

Learning Objectives:

- How much content from Sections 1-4 did students learn?
- What content do students need to review?

Content Assets:

- Test Prep Strategy #4: Eliminate Obvious Wrong Answers First
- Activity: Practice Test 4A
- Post: How Prepared Are You?

4.9

Section 4 Lesson 9: Review of Section 4

Learning Objectives:

- What are students' major takeaways from Section 4?

Content Assets:

- Close-Up: Review of Section 4
- Close-Up: Section 4 Wrap-Up

Section 5 – Martha Vance

Martha, a feisty and occasionally stubborn resident, and her partner are adjusting to Martha's new life in the skilled nursing facility. Martha is faced with limited mobility, falling eyesight, and other serious health concerns because of her uncontrolled diabetes. Students will learn about the importance of diet and exercise in long-term care, and gain a deeper understanding of chronic disease.



5.1

Section 5 Lesson 1: Introduction to Diabetes and Obesity

Learning Objectives:

- What is the endocrine system? What are some of the most common endocrine system disorders? How do healthcare providers help care for people with endocrine system disorders?
- What is diabetes? What health problems often accompany diabetes?
- What is obesity? What health problems often accompany obesity?

Topics Covered:

- The endocrine system and its disorders
- Diabetes
- Obesity
- Discrimination

Content Assets:

- Close-Up: Introduction to Section Five
- Episode 29: Martha and Ceily
- Close-Up: Overview of Diabetes and Obesity
- In Focus: The Endocrine System
- Read and Review: Hypothyroidism and Hyperthyroidism
- In Focus: Understanding Diabetes
- Activity: The Endocrine System and Diabetes Overview

5.2

Section 5 Lesson 2: Digestive System and Blood Glucose Management

Learning Objectives:

- What is the digestive system? What are some common disorders of the digestive system?
- What are hyper- and hypoglycemia? Why is it important to help people with diabetes manage their blood sugar?

Topics Covered:

- The digestive system and its disorders
- Hypo and hyperglycemia

Content Assets:

- In Focus: Digestive System Disorders
- Read and Review: An Overview of Digestive System Disorders
- Activity: The Digestive System and Its Disorders
- Episode 30: Blood Bugs
- In Focus: A Balancing Act
- Review: An Overview of Hyperglycemia and Hypoglycemia
- Post: How Would You Help Martha?

5.3

Section 5 Lesson 3: Mealtimes, Special Diets and Nutrition

Learning Objectives:

- What are the basic principles of nutrition? What are the “My Plate” guidelines? Why is good nutrition important for residents?
- What kind of diet does someone with diabetes need to stay healthy?
- How does a nurse aide monitor a resident’s intake and output? Why is this monitoring intake and output important?
- Why is mealtime important?

Topics Covered:

- Meal times
- Food guidelines for diabetic patients
- Monitoring intake and output
- Food and culture

Content Assets:

- In Focus: Food is Medicine
- Read and Review: Hydration
- In Focus: Food Guidelines for Diabetics
- Activity: A Diabetic's Diet
- Episode 31: Mealtime
- In Focus: Procedure for Monitoring Intake and Output
- Activity: Monitoring Intake and Output
- Close-Up: Mealtime: Nutrition and Culture

5.4

Section 5 Lesson 4: Foot Care, Exercise and Range of Motion

Learning Objectives:

- What should a nurse aide do to help care for residents' feet? How is the foot care of someone with diabetes different from a resident without diabetes? Why?
- Why is exercise important for residents? How can a nurse aide help encourage residents to exercise?
- What are range of motion exercises and why are they important? How can a nurse aide help residents perform range of motion exercises?

Topics Covered:

- Diabetic foot care
- Foot care
- Exercise
- Range of motion

Content Assets:

- Close Up: Diabetic Foot Care
- In Focus: Foot Care
- Read and Review: Provides Foot Care on One Foot
- In Focus: Exercise
- Activity: Caring for Diabetics
- Episode 32: Giddy Up!
- Post: Giddy Up!
- Close Up: Range of Motion Exercises
- Read and Review: Performs Modified Passive Range of Motion (PROM) for One Knee and One Ankle
- Read and Review: Performs Modified Passive Range of Motion (PROM) for One Shoulder

5.5

Section 5 Lesson 5: Residents with Hearing and Visual Impairments

Learning Objectives:

- Why are falls in residential nursing care so dangerous? How can nurse aides prevent falls? How can a nurse aide help a resident who falls?
- What are some core principles of working with residents who have a visual impairment?
- What are some core principles of working with residents who have a hearing impairment?
- How can nurse aides prevent accidents before they occur?

Topics Covered:

- Working with visually impaired and hearing-impaired residents
- Falls
- Poisons

Content Assets:

- Episode 33: BlackSpots
- In Focus: Falls
- Read and Review: Incident and Accident Reports
- Procedural Practice: Stopping a Fall
- Episode 34: Falling Apart
- Close Up: Working with Visually Impaired Patients
- In Focus: Hearing and Visual Impairment
- Read and Review: Anatomy, Physiology and Disorders of the Ear
- Activity: Working with Residents with Hearing and Vision Loss
- Read and Review: Working with Residents Who Have Lost a Sense of Touch, Smell or Taste
- In Focus: Care of Residents with Eyeglasses, Contact Lenses, and Artificial Eyes
- In Focus: The Risk Management Mindset
- Activity: Developing a Risk Management Mindset
- Read and Review: Poisons

5.6

Section 5 Lesson 6: Pressure Ulcers

Learning Objectives:

- What are pressure ulcers? How do pressure ulcers form? Where do pressure ulcers form?
- What can nurse aides do to prevent pressure ulcers?
- How do healthcare providers care for pressure ulcers once these injuries occur?

Topics Covered:

- Pressure ulcers

Content Assets:

- In Focus: Pressure Ulcers Stages and Treatment
- Close-Up: Pressure Ulcers
- In Focus: Pressure Ulcer: Prevention and Treatment
- Read and Review: Pressure Reducing Devices
- Activity: Pressure Ulcers

5.7

Section 5 Lesson 7: Morning, Afternoon and Night

Learning Objectives:

- What are AM, PM and evening care? What role does the nurse aide play in AM, PM and evening care?
- What are mechanical lifts? When do CNAs use these lifts? What role does the nurse aide play in operating a mechanical lift?
- What is the difference between chronic and acute illness?

Topics Covered:

- Transfers with a mechanical lift
- Activities of Daily Living
- Chronic and acute illness

Content Assets:

- Episode 35: ADL With Martha
- Post: A "beginner's mistake"
- In Focus: Morning, Afternoon, and Night
- In Focus: Transferring Patients Using a Mechanical Lift
- Procedural Practice: Moving a Person with a Mechanical Lift
- In Focus: Chronic and Acute Illness
- Activity: AM/PM Care, Mechanical Lifts, and Chronic and Acute Care

5.8

Section 5 Lesson 8: Revisiting the Care Plan

Learning Objectives:

- What is “shingles”? Why is this condition dangerous? How can a nurse aide help care for a resident with shingles?
- What role does a nurse aide play in helping a resident meet the goals on his or her care plan?

Topics Covered:

- Shingles

Content Assets:

- In-Focus: Shingles
- Activity: Shingles
- Episode 36: Anniversary
- In-Focus: How Am I Doing?
- Post: Will Martha Meet Her Goals?

5.9

Section 5 Lesson 9: Test Preparation

Learning Objectives:

- How much content from Sections 1-5 did students learn?
- What content do students need to review?

Content Assets:

- Test Taking Strategy #5
- Activity: Practice Test 5A

5.10

Section 5 Lesson 10: Review of Section 5

Learning Objectives:

- What are students’ major takeaways from Section 5?

Content Assets:

- Close-Up: Review of Section 5
- Close-Up: Section 5 Wrap-Up

Section 6 – Dr. Timothy Lerner



Dr. Lerner and his wife Simone are introduced in Section 6. They are adjusting to a new reality after having just moved from assisted living to a residential nursing home care following Dr. Lerner's stroke. Through Dr. Lerner the students will learn about the restorative care, and watch as the care team tries to return the patient back to some of his previous functioning.

6.1

Section 6 Lesson 1: Assisted Living and Resident Sexuality

Learning Objectives:

- What is assisted living? How is it different from long-term residential nursing care?
- What rights do residents have in expressing their sexuality? What is the role of the nurse aide in helping residents express their sexuality?

Topics Covered:

- Assisted living
- Resident sexuality
- The service plan

Content Assets:

- Close-Up: Introduction to Section 6
- Episode 37: Timothy and Simone
- In Focus: Assisted Living
- In Focus: The Service Plan
- Read and Review: Timothy's Service Plan
- Activity: Assisted Living
- Episode 38: Always Knock
- In Focus: Resident Sexuality
- Activity: Resident Sexuality

6.2

Section 6 Lesson 2: Timothy's Stroke and Change in Condition

Learning Objectives:

- What is the nervous system? What are some common disorders of the nervous system? What is the role of the nurse aide in helping to care for residents with nervous system disorders?
- What is the nurse aide's role in the admissions process?

Topics Covered:

- Defining and Identifying warning signs of Strokes
- The nervous system and its disorders

Content Assets:

- Episode 39: Stroke
- Read and Review: Assisting with Hospital Transfers
- In Focus: Strokes: Definition, Warning Signs, and Treatment
- Read & Review: Signs and Symptoms of a Stroke
- Close-Up: The Nervous System
- Activity: Nervous System Disorders/Strokes
- Read and Review: The Nervous System
- Read and Review: Caring for Residents with ALS and Spinal Cord Injuries
- In Focus: Admissions

6.3

Section 6 Lesson 3: Working with a Depressed Patient

Learning Objectives:

- What is depression? How does a depressed person act? What role can the nurse aide play in caring for residents who are depressed?
- How does a nurse aide make an occupied bed?

Topics Covered:

- Depression
- Making an occupied bed

Content Assets:

- Episode 40: A Great Man
- Close-Up: Working with a Depressed Patient
- In Focus: Depression
- Activity: Depression
- Post: What is One Thing You Can Do?
- Episode 41: Caring for Timothy
- In Focus: Making an Occupied Bed
- Procedural Practice: Making an Occupied Bed

6.4

Section 6 Lesson 4: ADL: Toileting, Bathing and Catheter Care

Learning Objectives:

- Why is toileting, urination and bowel elimination so important?
- What kinds of equipment do health care providers use to aid residents in toileting, urination and bowel elimination?
- What is the role of the nurse aide in supporting residents/ urination and bowel elimination?

Topics Covered:

- Urination and bowel elimination
- Bedpans
- Commodes
- Briefs
- Perineal care
- Bed baths
- Catheters and catheter care

Content Assets:

- Close-Up: Urination & Bowel Elimination
- In Focus: Toileting Aids
- In Focus: Perineal Care
- Read and Review: Provides Perineal Care (Peri-Care) for Female
- Activity: Toileting
- Procedural Practice: Perineal Care for Males
- In Focus: Bathing for Bedridden Residents
- Read and Review: Gives Modified Bed Bath (Face and One Arm, Hand and Underarm)
- In Focus: Catheter Care
- Read and Review: Provide Catheter Care for Female
- Procedural Practice: Applying a Condom Catheter

6.5

Section 6 Lesson 5: ADL: Skin and Nail Care

Learning Objectives:

- How is the skin of older adults different from the skin of the younger adults? How can a nurse aide help care for the skin of residents?
- How are the nails of older adults different from the nails of the younger adults? How can a nurse aide help care for the nails of residents?
- Why are back rubs helpful for residents? How can a nurse aide give a resident a backrub?

Topics Covered:

- Massage
- Nail care
- Skin care for older adults

Content Assets:

- Close-Up: Massage
- In Focus: Nail Care
- Close-Up: Skin Care for Older Adults
- Read and Review: The Integumentary System
- Read and Review: Scabies and Pediculosis

6.6

Section 6 Lesson 6: Mealtimes

Learning Objectives:

- Why are mealtimes important?
- What is the role of the nurse aide during mealtimes?
- How does a nurse aide serve meal trays and feed residents who cannot feed themselves?
- How does a nurse aide prevent aspiration? How does a nurse aide perform the Heimlich maneuver?

Topics Covered:

- Mealtimes
- Feeding residents
- Aspiration
- Heimlich maneuver
- Nutrition/Hydration

Content Assets:

- In Focus: Mealtimes and Preventing Foodborne Illnesses
- Procedural Practice: Serving Meal Trays
- Episode 42: Patience
- In Focus: Feeding a Resident
- Read and Review: Promoting Nutrition and Safe Eating
- Read and Review: Feeds Client Who Cannot Feed Self
- Read and Review: Proper Positioning During Mealtime
- In Focus: Aspiration
- Close-Up: Heimlich Maneuver
- Read and Review: Clearing the Obstructed Airway - the Unconscious Adult
- Post: Mealtimes

6.7

Section 6 Lesson 7: Rehabilitative and Restorative Care

Learning Objectives:

- What is rehabilitative and restorative care?
- How does a nurse aide help a resident get dressed and undressed?
- How does a nurse aide support ambulation with a gait belt?
- What are some best practices for cross-cultural communication?

Topics Covered:

- Rehabilitative and restorative care
- Dressing and undressing
- Gait belts and ambulation
- Cross cultural communication

Content Assets:

- In Focus: Rehabilitative and Restorative Care
- Read and Review: Orthotic Devices
- Close-Up: Dressing and Undressing Patients
- Read and Review: Dresses Client with Affected (Weak) Right Arm
- Read and Review: Assistive Devices for Dressing
- Episode 43: Moving Timothy
- Close-Up: Gait Belts: Assisting with Ambulation
- Read and Review: Assists to Ambulate Using Transfer Belt
- Episode 44: To Make a Difference
- In Focus: Communication
- In Focus: Cross Cultural Communication
- Read and Review: Providing Culturally Sensitive Care to Residents
- Activity: Best Practices for Communicating with Residents

6.8

Section 6 Lesson 8: Test Preparation

Learning Objectives:

- How much content from Sections 1-6 did students learn?
- What content do students need to review?

Content Assets:

- Test Prep Strategy #6: Once You've Done Your Best, Be Sure to Guess
- Activity: Practice Test 6A

6.9

Section 6 Lesson 9: Review of Section 6

Learning Objectives:

- What are students' major takeaways from Section 6?

Content Assets:

- Close-Up: Review of Section 6
- Close-Up: Section 6 Wrap-Up

Section 7 – Stuart Boone



Through the story of Stuart, students will begin to understand the many challenges faced while working with patients with Alzheimer's or other dementia. Stuart's cognitive abilities quickly decline, and at some points he displays aggressive behaviors towards staff. Effective communication and caring for patients with Alzheimer's is a focus.

7.1

Section 7 Lesson 1: Introduction to Dementia and Alzheimer's Disease

Learning Objectives:

- What is dementia? What is Alzheimer's disease? How are these conditions similar? How are these conditions different?
- How can a nurse aide help care for a resident with mild Alzheimer's disease?

Topics Covered:

- Dementia and Alzheimer's disease

Content Assets:

- Close-Up: Introduction to Section 7
- Close-Up: Introduction to Dementia and Alzheimer's
- Episode 45: Stuart and His Family
- Close-Up: Introduction to Mild Dementia or Alzheimer's
- In Focus: The Mind Cannot Remember Though the Heart Never Forgets
- Activity: Signs and Symptoms of Dementia and Alzheimer's

7.2

Section 7 Lesson 2: Care for Moderate Alzheimer's Disease, Part 1

Learning Objectives:

- What are the characteristics of moderate Alzheimer's disease?
- What is wandering? Why is wandering dangerous for residents with Alzheimer's disease?
- How can a nurse aide communicate with a resident who has moderate Alzheimer's disease?

Topics Covered:

- Communicating and managing the behavior of residents with cognitive impairments
- Legal and ethical responsibilities of the nursing assistant
- Wandering and elopement

Content Assets:

- Close-Up: Introduction to Moderate Dementia or Alzheimer's
- Episode 46: Personality Changes Part I
- Post: A "Rookie Mistake"
- In Focus: It's a Wanderful Life
- Read and Review: Elopement Prevention
- Activity: Wandering and Environmental Hazards
- Episode 47: Personality Changes Part II
- In Focus: It's Not What You Say, But How You Say It
- In Focus: Instead of Correcting, Try Redirecting
- Activity: Communicating with the Alzheimer's Patient
- Read and Review: Communicating with Cognitively Impaired Residents
- Post: Advice for Caring for Dementia or Alzheimer's Residents

7.3

Section 7 Lesson 3: Care for Moderate Alzheimer's Disease, Part 2

Learning Objectives:

- What is sexual aggression?
- What should a nurse aide do if a resident becomes sexually aggressive?

Topics Covered:

- Communicating and managing the behavior of residents with cognitive impairments (Cont.)
- Sexual aggression

Content Assets:

- Episode 48: Sexual Aggression - Part 1
- In Focus: Interpreting and Managing Resident Behavior
- Close-Up: Managing Sexual Aggression
- Activity: Strategies for Handling Sexual Aggression
- Post: If You Were Marissa
- Episode 49: Sexual Aggression - Part 2

7.4

Section 7 Lesson 4: Care for Moderate Alzheimer's Disease, Part 3

Learning Objectives:

- What are best practices for nurse aides when working with residents who have moderate Alzheimer's disease?
What are some best practices for communicating with residents who have moderate Alzheimer's disease?

Topics Covered:

- Communicating and managing the behavior of residents with cognitive impairments (Cont.)

Content Assets:

- In Focus: R-E-S-P-E-C-T Find Out What It Means to Me
- Post: What Would You Do?
- Close-Up: Working with Patients Who Have Moderate Dementia or Alzheimer's
- Activity: Working with Residents Who Have Moderate Alzheimer's

7.5

Section 7 Lesson 5: Care for Severe Alzheimer's Disease, Part 1

Learning Objectives:

- What are the characteristics of severe Alzheimer's disease?
- What is Sundowning How should a nurse aide work with a resident who is Sundowning? Why?
- What are best practices for using restraints with residents?
- How should a nurse aide reposition a person in a chair? Why?

Topics Covered:

- Restraints
- Sundowning

Content Assets:

- Close-Up: Introduction to Severe Dementia or Alzheimer's
- Episode 50: Severe Alzheimer's
- Read and Review: Burnout
- In Focus: Sundowning: The Wanderers of the Night
- Episode 51: Chemical Restraint
- Activity: Dangers of Restraints
- Close-Up: The Impact of Dementia or Alzheimer's on the Family
- Close-Up: Working with Residents with Severe Dementia or Alzheimer's Disease
- In Focus: Repositioning a Person in a Chair
- Procedural Practice: Repositioning a Person in a Chair

7.6

Section 7 Lesson 6: Care for Severe Alzheimer's Disease, Part 2

Learning Objectives:

- How should a nurse aide care for an unresponsive patient? Why?
- What are feeding tubes? What is the nurse aide's role in caring for residents with feeding tubes?
- Why are range of motion exercises important for unresponsive patients?

Topics Covered:

- Caring for unresponsive patients
- Enteral nutrition/feeding tubes
- Repositioning a person in a chair
- Range of motion

Content Assets:

- Episode 52: Comatose
- In Focus: Caring for Unresponsive Patients
- Close-Up: Care for Unresponsive Patients
- Read and Review: Review of Positioning
- Activity: Caring for Unresponsive Patients
- In Focus: Enteral Nutrition - Feeding Tubes
- Read and Review: IV Therapy and Peripherally Inserted Central Catheters (PICC)
- Activity: Feeding Tubes
- In Focus: A Deep Devotion to Range of Motion

7.7

Section 7 Lesson 7: Additional Care Measures for the Bladder and the Bowels

Learning Objectives:

- Why is bowel elimination so important? How can nurse aides help care for residents' bowel elimination needs? What can happen if a resident does not regularly empty his or her bowels?
- How can nurse aides help residents who are incontinent? What is a bowel or bladder training program? What is the role of the nurse aide in supporting a bowel or bladder training program?

Topics Covered:

- Incontinence
- Enema
- Ostomy

Content Assets:

- In Focus: Care of Bodily Functions – Bowel Elimination
- Procedural Practice: Giving A Commercially Prepared Enema
- In Focus: Urinary and Bowel Incontinence
- Activity: Elimination
- Read and Review: Bowel and Bladder Training
- Read and Review: Stool Samples

7.8

Section 7 Lesson 8: Death

Learning Objectives:

- What are the signs and symptoms of death?
- What are the five stages of grief? What does grief look like for residents and families?
- What is the nurse aide's role in helping residents and their families manage death and dying?

Topics Covered:

- Death and dying

Content Assets:

- Episode 53: Last Breath
- In Focus: Final Days - Recognizing the Signs of Death
- Activity: CNA's Role in Death and Dying
- Episode 54: The Conversation
- Post: Supporting the Grieving Process
- In Focus: Helping the Family

7.9

Section 7 Lesson 9: Test Preparation

Learning Objectives:

- How much content from Sections 1-7 did students learn?
- What content do students need to review?

Content Assets:

- Test Taking Strategy #7
- Activity: Practice Test 7A
- Post: Helpful Strategies

7.10

Section 7 Lesson 10: Review of Section 7

Learning Objectives:

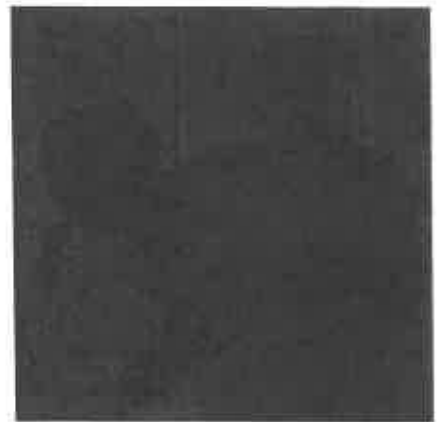
- What are students' major takeaways from Section 7?

Content Assets:

- Close-Up: Review of Section 7
- Close-Up: Section 7 Wrap Up

Section 8 – Michelle Gilmore

Some residents may have developmental disabilities in addition to other complex health conditions. In Section 8, students meet Michelle Gilmore and her brother. They will see how the team cares for a patient with kidney failure, and see how the nursing home grapples with an extreme violation of residents' rights.



8.1

Section 8 Lesson 1: Introduction to Developmental Disabilities

Learning Objectives:

- What are “developmental disabilities”? What are some of the most common developmental disabilities? How should a nurse aide help care for a resident with a developmental disability?
- What are best practices that health care providers use to promote rest and sleep?

Topics Covered:

- Developmental disabilities
- Sleep

Content Assets:

- Close-Up: Introduction to Section 8
- Episode 55: Michelle and Her Brother
- Read and Review: Coping Mechanisms
- Post: Asking for Assistance
- Close-Up: Introduction to Developmental Disabilities
- In Focus: Developmental Disabilities
- In Focus: Sleep
- Activity: Understanding Sleep

8.2

Section 8 Lesson 2: The Urinary System

Learning Objectives:

- What is the urinary system? What are some common urinary system disorders? What is the role of the nurse aide in caring for residents with disorders of the urinary system?
- How does a nurse aide measure and record urinary output? How does a nurse aide collect urine specimens? How does a nurse aide empty a urinary drainage bag?
- What are diarrhea and bacterial infections? How can a nurse aide help prevent these conditions?
- How does a nurse aide double bag infectious waste?

Topics Covered:

- The urinary system and its disorders
- Measure and record intake and output
- Urine testing
- Diarrhea and bacterial infections
- Infectious waste

Content Assets:

- Episode 56: Incontinence
- In Focus: The Urinary System
- Activity: The Urinary System
- In Focus: Other Urinary Disorders
- In Focus: Measure and Record Urinary Output
- Read and Review: Measures and Records Urinary Output
- Procedural Practice: Collecting a Routine Urine Specimen
- Procedural Practice: Collecting a Clean Catch Urine Specimen
- Read and Review: Emptying Urine Drainage Bag
- Read and Review: Emptying a Urinary Drainage Bag
- In Focus: Urine Testing
- In Focus: Diarrhea and Bacterial Infections
- Procedural Practice: Double Bagging Infectious Waste
- Episode 57: Michelle's Special Diet
- Read and Review: Special Diets

8.3

Section 8 Lesson 3: Dialysis

Learning Objectives:

- What is kidney disease? What is dialysis? What is the role of the nurse aide in caring for a resident on dialysis?

Topics Covered:

- Dialysis
- Kidney disease
- Special diets

Content Assets:

- Episode 58: Dialysis
- Close-Up: Kidney Disease and Dialysis
- Activity: Urinary Disorders & Dialysis
- Post: Care for Michelle

8.4

Section 8 Lesson 4: Suspected Abuse

Learning Objectives:

- What are the definitions of neglect and abuse?
- What should a nurse aide do if he or she suspects neglect or abuse?

Topics Covered:

- Neglect
- Abuse

Content Assets:

- Episode 59: Bruises
- Post: What Would You Do?
- Close-Up: Neglect and Abuse
- In-Focus: There's No Excuse for Resident Abuse

8.5

Section 8 Lesson 5: Reporting Abuse

Learning Objectives:

- What happens if there is a report of neglect or abuse in a health care setting?
- Who is the Ombudsman? What role does this person play?
- What are the legal requirements in terms of reporting suspected neglect and /or abuse?
- What are the consequences if a nurse aide is found to have neglected or abused a resident?

Topics Covered:

- Resident rights
- Reporting abuse

Content Assets:

- Episode 60: Consequences
- Post: Another Outcome
- In-Focus: Abuse: Legal Recourse and Obligation to Report
- Read and Review: Code of Virginia §63.2-1606 – Mandated and Voluntary Reporting
- Close-Up: Reporting Requirements for Neglect and Abuse

8.6

Section 8 Lesson 6: Test Preparation, Part 1

Learning Objectives:

- How much content from Sections 1-8 did students learn?
- What content do students need to review?

Content Assets:

- Test Strategy #8: Make a List
- Activity: Practice Test 8A
- Post: What Did You Learn?

8.7

Section 8 Lesson 7: Review of Section 8

Learning Objectives:

- What are students' major takeaways from Section 8?

Content Assets:

- Close-Up: Review of Section 8
- Close-Up: Section 8 Wrap-Up

Section 9 – Beth Grafton



CNAs may work in a variety of settings such as: assisted living, residential nursing care, rehabilitative care, or even a hospital. In Section 9, students watch Beth Grafton (Frank's daughter from Section 3) prepare for the birth of her first child. As they move through Section 9, they will see that many of the care measures they learned in Sections 1-8 also apply to patient care in hospitals.

9.1

Section 9 Lesson 1: Introduction to the Reproductive System

Learning Objectives:

- What is the reproductive system? What are common diseases/disorders of the reproductive system?
- Why are STDs common in residential nursing care facilities?
- Why do many older men have an enlarged prostate? What happens to older men with an enlarged prostate? Why?

Topics Covered:

- The reproductive system and its disorders
- Pregnancy
- Labor
- Delivery
- Birth

Content Assets:

- Episode 61: Beth and Malik
- In-Focus: The Reproductive System and Its Disorders
- In-Focus: Sexually Transmitted Diseases
- In-Focus: The Enlarged Prostate
- Activity: The Reproductive System and Sexually Transmitted Diseases

9.2

Section 9 Lesson 2: 1st – 3rd Trimesters

Learning Objectives:

- What are pregnancy trimesters?
- What happens to a woman's body during pregnancy?
- What are the stages of development of a fetus?
- What are pregnancy best practices?
- What is the CNA's role in caring for a pregnant woman?

Topics Covered:

- Understanding the CNAs role in pregnancy and working with pregnant women

Content Assets:

- Close-Up: Overview Of Pregnancy
- In Focus: 9 Months
- In Focus: Your Role in Pregnancy
- Activity: 9 Months
- Episode 62: Prepping for Birth

9.3

Section 9 Lesson 3: Labor and Delivery

Learning Objectives:

- What are the stages of labor?
- What is the CNAs role in caring for a woman delivering a baby?
- What does a new mom need after delivery
- What are the phases of surgery?

Topics Covered:

- The labor and delivery process, before, during, and after
- Phases of surgery
- C-sections
- Child Development

Content Assets:

- Close-Up: Overview Of Labor And Delivery
- Episode 63: A New Life
- In Focus: The Phases of Surgery
- Activity: The Phases of Surgery
- In Focus: After the Birth
- Activity: Immediate Care Measures After the Birth

9.4

Section 9 Lesson 4: Neonatal Care and Pain

Learning Objectives:

- What are best practices for neonatal care and pain?
- What are different kinds of pain and the best treatment?
- What is the CNA's role in the treatment of pain?

Topics Covered:

- Neonatal care
- Pain
- Pain management

Content Assets:

- In Focus: Neonatal Care
- In Focus: Pain
- Read and Review: Pain and Discomfort
- Activity: Pain and Pain Management
- Post: Your Experience of Pain

9.5

Section 9 Lesson 5: Postoperative Care for Mother and Baby

Learning Objectives:

- What are important postoperative care measures for a mother and infant?
- What are the phases of wound healing?
- What is the role of the CNA in wound care?

Topics Covered:

- Postoperative care
- Wound care
- Infection control
- Breast/bottle feeding

Content Assets:

- In Focus: Shift Change
- Activity: Shift Change
- In Focus: Wound Care
- Activity: Wound Care
- Activity: Infection Control
- In Focus: Care for the Mother
- Activity: Care for the Mother
- 5 minutes
- Read and Review: Sitz Bath
- In Focus: Breast/Bottle Feeding
- Activity: Feeding the Baby
- 5 minutes
- Status
- Episode 64: Little Frankie

9.6

Section 9 Lesson 6: Child Development Part 1

Learning Objectives:

- What are the stages of development in young toddlers and children?
- What is the role of the CNA in pediatric care?

Topics Covered:

- Child development in young children

Content Assets:

- Close-Up: Overview Of Child Development
- In Focus: The CNA In Pediatric Care
- Activity: The CNA In Pediatric Care
- In Focus: Infants, Toddlers & Preschoolers
- Activity: Infants, Toddlers & Preschoolers

9.7

Section 9 Lesson 7: Child Development Part 2

Learning Objectives:

- What are the stages of development in older children?
- What is the role of the CNA when working with older children? Adolescents?

Topics Covered:

- Child development of older children and adolescents

Content Assets:

- In Focus: Childhood
- Close-Up: The CNAs Role in Working With Adolescents
- In Focus: Adolescence
- Post: Childhood Memories

9.8

Section 9 Lesson 8: Test Preparation

Learning Objectives:

- How much content from Sections 1-7 did students learn?
- What content do students need to review?

Content Assets:

- Test Strategy #9: Put the Residents Safety First
- Activity: Practice Test 9A
- Post: Share Strategies

Content Assets:

- Test Taking Strategy #9: Put the Resident's Safety First
- Activity: Practice Test 9A
- Post: Share Strategies

9.9

Section 9 Lesson 9: Section 9 Wrap Up

Learning Objectives:

- What are students' major takeaways from Section 9?

Content Assets:

- Close-Up: Review of Section 9
- Close-Up: Section 9 Wrap-Up

Section 10 – Test Preparation



The final section of the course is devoted to helping students prepare for the student state certification exam.

10.1

Section 10 Lesson 1: Welcome to Section 10

Learning Objectives:

- What is the purpose of Section 10 of this course?
- How will students prepare for the CNA exam?
- What should students bring with them on the day of the test?

Topics Covered:

- Preparing for the CNA exam

Content Assets:

- Close-Up: Overview of Section 10
- Review: List of Ways to Prepare for the Test
- Review: List of Things to Bring with You on the Day of the Test

10.2

Section 10 Lesson 2: Practice Test 10A

Learning Objectives:

- Which test-taking strategies have been most helpful for students?
- What areas of the course content do students still need to study?

Topics Covered:

- Preparing for the multiple-choice exam

Content Assets:

- Read and Review: Test Taking Strategies
- Close-Up: Multiple Choice Test
- Activity: Practice Test 10A
- Post: How prepared are you?

10.3

Section 10 Lesson 3: Preparing for “Clinicals”

Learning Objectives:

- How will students prepare for the skills portion of the student CNA exam? Who can help students prepare for the skills portion of the CNA exam?
- What final questions do students have about the nurse aide certification exam?

Content Assets:

- Close-Up: Preparing for the Practicum
- Post: How will you prepare?
- Close-Up: Final Thoughts

Featured Presenters



Dennis Brooks
Administrator



Tara Cortes
PhD, Nurse,
Professor



Jaque Cundiff
CNA



Amy Durbin
RN



Lynn Fieldhouse
JD
Healthcare
Attorney



Kim Frantz
MSC M.SC,m



Sarah Ivers
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Selena Jolly
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Jason Landess
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Karen Lasater
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Jamelah Lashley
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