

Virginia Board of Nursing  
Nurse Aide Education Curriculum  
Meeting Agenda  
November 13, 2018

- |           |  |
|-----------|--|
| 3:00 p.m. | Introductions                            |
| 3:10 p.m. | Overview of formatting – Christine Smith |
| 3:30 p.m. | Final review and editing                 |
| 5:00 p.m. | Adjourn                                  |

### Curriculum Suggestions

These are a couple of minor suggestions but still worthy of a discussion.

1. Use of hyperlinks in the curriculum – while these are good points of reference for instructors and students, websites and their extensions change frequently, thereby making these hyperlinks invalid as quickly as next week; suggest organizations (e.g. AARP, Alzheimer’s Association) rather than placing the websites in the curriculum; an alternative is to place them on the resources page as an individual document that can be updated frequently (by whom, I’m not sure)!
2. Although I have not done so yet, I would like to “restrict editing” to parts of the document that only the Board should be editing (e.g. the objectives and content outline) while leaving other parts of the document editable. Keep in mind that the reason for creating the last three columns of the curriculum was so that programs could mold it to their own program and “make it their own.” If this curriculum is mandated by the Board for all NA education programs, there is concern that some of the program coordinators may say, “Thank you very much, BON,” and then toss it aside without knowing its content or utilizing it. At this time, many programs have very elementary curriculums that are not inclusive of the content that should be taught in these programs. While having them add their own program details will not assure that they use it, it will certainly provide them familiarity, flexibility and hopefully some ownership for this process and curriculum content.
3. I have removed the Pearson Vue items that were placed at the end of the curriculum; they were a duplicate of the Candidate Handbook, which all programs should be providing and reviewing with their students. Placing it at the end of the curriculum serves little purpose except to reduce the number of Candidate Handbooks being handed out to students. I also removed the verbatim skills at the end of the curriculum for the same reason. As an NAE I have noted that many programs do not review the Candidate Handbook with their students (many are still not handing it out), from what to wear during testing to the greatest issue, no ID’s (which means they cannot test and have just thrown away \$94 unless they can return with two ID’s in time to take the skills portion of the examination).
4. I placed the resources into a separate document; should the subcommittee recommend keeping it and the Board approve its use, then go back to my concerns in #1.

## RESOURCES FOR NURSE AIDE INSTRUCTORS

Adult Protective Services (APS)

[http://dss.virginia.gov/files/division/dfs/as/aps/intro\\_page/learn\\_more/abuse/Stop\\_Adult\\_Abuse\\_2017.pdf](http://dss.virginia.gov/files/division/dfs/as/aps/intro_page/learn_more/abuse/Stop_Adult_Abuse_2017.pdf)

### **AGING RELATED SITES**

**Age in Action Newsletter:** <https://vcoa.chp.vcu.edu/about-us/publications--media/age-in-action-newsletter/>

**Age in Action** is a 20-page quarterly published jointly by the Virginia Center on Aging and the Virginia Department for the Aging. Its target audience includes professionals in the field of aging, gerontologists, geriatricians, health professionals and administrators, adult home and community professionals, and others interested in aging-related education and research in the Commonwealth of Virginia.

**Virginia Division for the Aging:** <http://www.vda.virginia.gov/>

### **CNA EDUCATIONAL SITES**

**“Abdominal Thrusts:”** <https://youtu.be/A80wU5UgS-A>

4CNAs The Online Magazine for Certified Nursing Assistants

*CNA Articles:*

- [Alzheimer’s Disease/Dementia](#)
- [CNA Education](#)
- [CNA Stress/Burnout](#)
- [CNA Test and Exam](#)
- [CNA Tips](#)
- [Disease/Illnesses](#)
- [Elder Abuse](#)
- [Fall Prevention](#)
- [Hospice/Palliative Care](#)

- [Home Health Aide](#)
- [Heart Disease](#)
- [New CNA](#)
- [Night Shift CNAs](#)
- [Patient Care](#)
- [Restorative Nursing Assistant](#)

CNA Practice Tests All States: <http://www.4cnas.com/CNA-Practice-Tests.html>

CNA Practice Test Virginia NNAAP: <https://www.asisvcs.com/publications/pdf/069912.pdf>

CNA Skills Videos (please review for accuracy and appropriateness): <http://www.4cnas.com/CNAskillvideos.html>

Pearson Vue, Virginia Nurse Aides: <http://www.pearsonvue.com/va/nurseaides/>

VBON on-site visit package submission checklist: [On-Site Visit Report Form for Nurse Aide Education Programs](#)

## **CNA ASSOCIATION AND ORGANIZATIONS**

National Association of Health Care Assistants: <https://nahcacareforce.org/>

The mission of the **National Association of Health Care Assistants** (NAHCA) is to elevate the professional standing and performance of caregivers through recognition, advocacy, education and empowerment while building a strong alliance with health care providers to maximize success and quality patient care.

National Network of Career Nursing Assistants: [National Network of Career Nursing Assistants](#) <http://cna-network.org/>

Mission promoting recognition, education, research, advocacy and peer support development for nursing assistants in nursing homes and other long-term care settings.

National honor society (twenty year club): [National Honor Society Application](#)

1. To recognize and validate the nursing assistants who provide consistency and predictability to the people in their care.
2. To identify and address career growth, training and safety needs and other issues relating to experienced nursing assistants.
3. To foster community understanding of the role, responsibilities, and value of experienced nursing assistants in long-term care services.
4. To provide a peer connection by, for and with, career nursing assistants across the country

Just for Nursing Assistants: <http://www.justfornursingassistants.com/index.php>

**Just for Nursing Assistants** was established by Linda Leekley, a registered nurse. Linda has devoted the last two decades of her career to the educational needs of certified nursing assistants

### **DEMENTIA CARE TIPS**

Alzheimer's Association: <http://www.alz.org/>

An Interdisciplinary Dementia Approach in Long-Term Care:

<https://www.crisisprevention.com/Blog/November-2010/An-Interdisciplinary-Dementia-Approach-in-Long-Ter>

Helping People with Alzheimer's Disease Stay Physically Active: <https://www.nia.nih.gov/health/staying-physically-active-alzheimers>

HealthCare Interactive Dementia Care Training: <http://www.hcinteractive.com/ProfessionalCARES?GroupID=3>

National Council of Certified Dementia Practitioners: <http://www.nccdp.org/train.htm>

### **INFECTION CONTROL**

Association for Professionals in Infection Control and Epidemiology:

<https://apic.org/For-Media/News-Releases/Article?id=063cdb1f-1ac9-477d-a768-1428e6e1c5ee>

The Association for Professionals in Infection Control and Epidemiology (APIC) is the leading professional association for infection preventionists (IPs) with more than 15,000 members. Their mission is to create a safer world through the prevention of infection.

## INFECTION CONTROL GUIDELINES FOR LONG-TERM CARE FACILITIES

Tracking Infections in Long-term Care Facilities: <https://www.cdc.gov/nhsn/ltc/index.html>

## LONG-TERM CARE ISSUES AND RESOURCES

National Care Planning Council (NCPC): <https://www.longtermcarelink.net/a13information.htm>

Long Term Care Resources for seniors, caregivers, and providers

National Consumer Voice for Quality Long-Term Care: <http://theconsumervoice.org/home>

**National Consumer Voice** was formed as NCCNHR (National Citizens' Coalition for Nursing Home Reform) in 1975 because of public concern about substandard care in nursing homes.

Below, is information on important long-term care topics:

- [Deemed Status](#)
- [Direct Care Workforce Issues](#)
- [Elder Abuse](#)
- [Financial Exploitation](#)
- [Infection Prevention](#)
- [LGBT Elders](#)
- [Long-Term Care Provisions in the Affordable Care Act](#)
- [Nursing Home Transitions](#)
- [Protecting Long-Term Care Consumers from the Dangers of Bed Rails](#)
- [Residents' Rights](#)
- [Transfer, Discharge & Transitions](#)

## **WORKFORCE RESOURCES**

National Clearinghouse on the Direct Care Workforce: <https://phinational.org/>

**The National Clearinghouse on the Direct Care Workforce** is a national online library for people in search of solutions to the direct-care staffing crisis in long-term care. A project of PHI, the Clearinghouse includes government and research reports, news, issue briefs, fact sheets, and other information on topics such as recruitment, career advancement supervision, workplace culture, and caregiving practices.

OIG Nurse Aide Training Recommendations: <https://oig.hhs.gov/oei/reports/oei-05-01-00030.pdf>

Safety Data Sheets (SDS): <https://www.osha.gov/Publications/OSHA3514.html>

**ADDITIONAL ARTICLES, VIDEOS & WEBSITES:**

**Pioneer Network**

<https://www.pioneernetwork.net/>

**The Green House Project**

<http://www.thegreenhouseproject.org/>

**The Green House Project Youtube**

[https://www.youtube.com/results?search\\_query=The+Green+House+project](https://www.youtube.com/results?search_query=The+Green+House+project)

**Action Pact (The Household Model)**

[http://actionpact.com/household/household\\_model](http://actionpact.com/household/household_model)

**The Household Model Youtube**

<https://www.youtube.com/playlist?list=PLD0EE15E8B9E4EC54>

**The Eden Alternative**

<http://www.edenalt.org/about-the-eden-alternative/>

<https://www.nhqualitycampaign.org/goalDetail.aspx?g=pcc>

**Leading Age Article: “Building a Person-Centered Culture for Dementia Care”**

[Http://www.leadingage.org/Building a Person-Centered Culture for Dementia Care V3N5.aspx](Http://www.leadingage.org/Building_a_Person-Centered_Culture_for_Dementia_Care_V3N5.aspx)

**Scripps Gerontology Center, Video-Changing Minds: An Introduction to Person-Centered Care**

<http://miamioh.edu/cas/academics/centers/scripps/research/tra>



## ABUSE AND NEGLECT OF NURSING HOME RESIDENTS

### Mandated Reports Guide:

[https://dss.virginia.gov/files/division/dfs/cps/intro\\_page/publications/general/B032-02-0280-00-eng.pdf](https://dss.virginia.gov/files/division/dfs/cps/intro_page/publications/general/B032-02-0280-00-eng.pdf)

### List of Mandated Reporters

[http://www.dss.virginia.gov/files/division/dfs/mandated\\_reporters/aps/resources\\_guidance/mandated\\_reporters.pdf](http://www.dss.virginia.gov/files/division/dfs/mandated_reporters/aps/resources_guidance/mandated_reporters.pdf)

### Signs of Nursing Home Abuse and Neglect

Nearly two million Americans live in long-term care facilities, and abuse and neglect against the elderly are national concerns. Federal nursing home regulations state that “the resident has the right to be free from verbal, sexual, physical, and mental abuse, corporal punishment, and involuntary seclusion.” These regulations define nursing home abuse and neglect as:

- **Abuse:** an intentional infliction of injury, unreasonable confinement, intimidation, care/service deprivation or punishment that results in physical harm, pain or mental anguish
- **Neglect:** a failure, intentional or not, to provide a person with the care and services necessary to ensure freedom from harm or pain; a failure to react to a potentially dangerous situation resulting in resident harm or anxiety

### Types of Abuse and Neglect

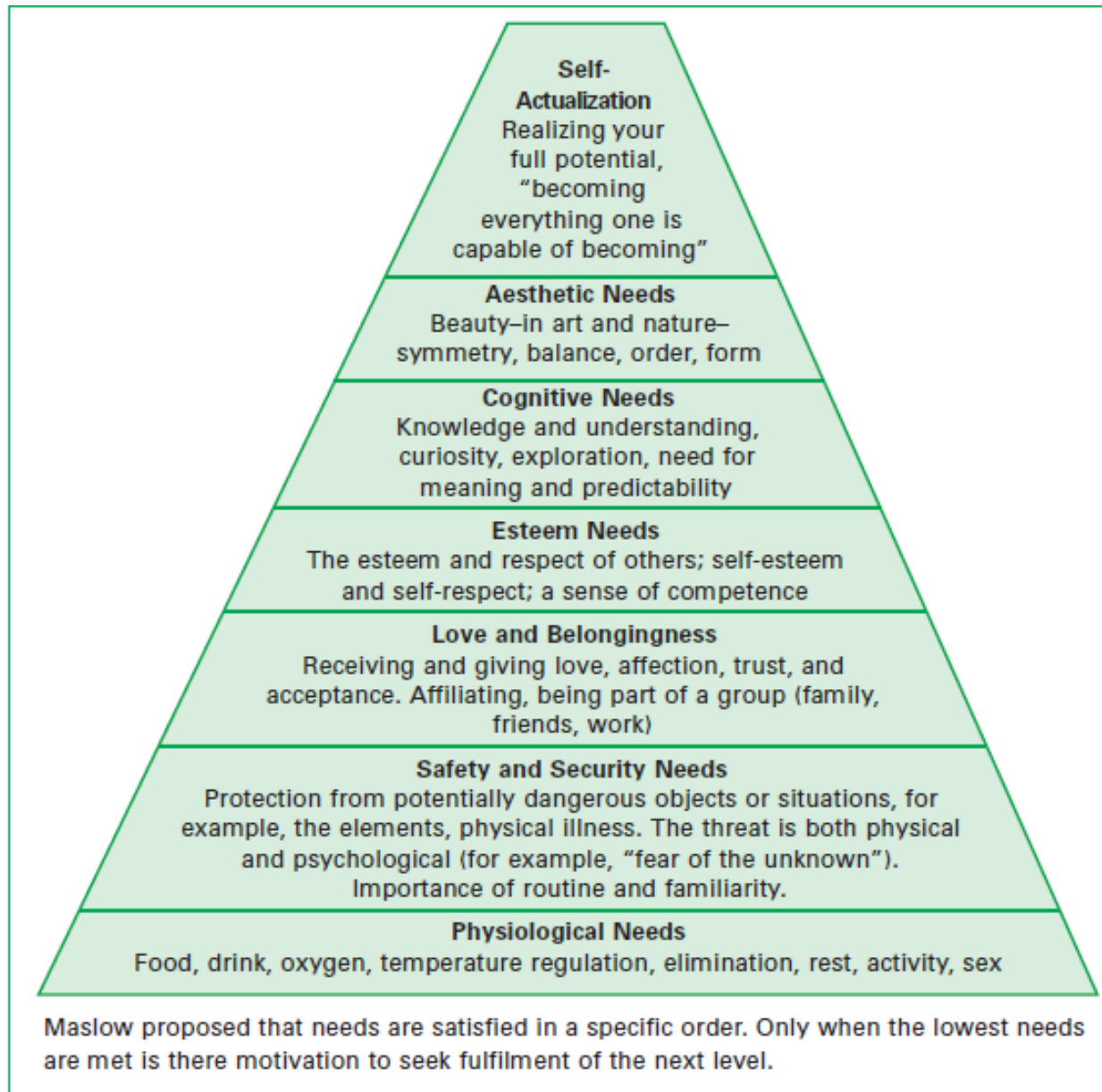
- Assault and battery (including kicking, slapping, pinching, pushing, shaking, beating, threats and verbal or emotional abuse)
- Lack of care for existing medical problems
- Prolonged or continual deprivation of food or water
- Rape or other forms of sexual assault or battery
- Unreasonable physical restraint or seclusion
- Use of a physical or chemical restraint or psychotropic medication for any purpose not consistent with that authorized by a physician

### Common Signs of Physical or Verbal Abuse and Neglect

- Bed injuries/asphyxiation
- Dehydration
- Emotionally upset or agitated, extremely withdrawn and non-communicative
- Falls, fractures or head injuries
- Infections
- Instances of wandering/elopement
- Malnutrition
- Pressure ulcers (bed sores)
- Rapid weight loss or weight gain; signs of malnutrition
- Reluctance to speak in staff members' presence
- Unexplained or unexpected death of the resident
- Unexplained injuries such as wounds, cuts, bruises or welts in various stages of healing
- Unsanitary and unclean conditions
- Unusual or sudden changes in behavior (fear of being touched, sucking, biting, rocking)
- Wanting to be isolated from others

### Other Warning Signs of Physical or Verbal Abuse and Neglect

- Injuries requiring emergency treatment or hospitalization
- Any incident involving broken bones, especially a fractured hip
- Any injury or death occurring during or shortly after an episode of wandering (including outside the facility)
- Heavy medication or sedation
- One resident injures another resident
- Resident is frequently ill, and the illnesses are not promptly reported to the physician and family



Source: From *The World of Work* by Alan Auerbach. © 1996, The Dushkin Publishing Group/Brown & Benchmark Publishers, a division of McGraw-Hill Higher Education Group, Guilford, CT. All rights reserved. Reprinted by permission.

## Stop and Watch Interact Early Warning Tool for CNAs

The Stop and Watch Interact Early Warning Tool for CNAs is a means for CNAs to observe and report status changes in geriatric clients/residents. It is being implemented in many nursing facilities and is endorsed by the Centers for Medicare and Medicaid Services (CMS).

### Stop and Watch Early Warning Tool



If you have identified a change while caring for or observing a resident, please **circle** the change and notify a nurse. Either give the nurse a copy of this tool or review it with her/him as soon as you can.

<b>S</b> <b>T</b> <b>O</b> <b>P</b>  <b>a</b> <b>n</b> <b>d</b>  <b>W</b> <b>A</b> <b>T</b> <b>C</b> <b>H</b>	Seems different than usual
	Talks or communicates less
	Overall needs more help
	Pain – new or worsening; Participated less in activities
	Ate less
	No bowel movement in 3 days; or diarrhea
	Drank less
	Weight change
	Agitated or nervous more than usual
	Tired, weak, confused, or drowsy
Change in skin color or condition	
Help with walking, transferring, toileting more than usual	
<input type="checkbox"/> Check here if no change noted while monitoring high risk patient	

Patient / Resident

Your Name

Reported to

Date and Time (am/pm)

Nurse Response

Date and Time (am/pm)

Nurse's Name

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Source: Ouslander JG, Shutes J. INTERACT [website]. [cited 2016 Feb 10]. Boca Raton (FL): Florida Atlantic University. Available from Internet: <http://interact2.net/index.aspx>



**COMMONWEALTH OF VIRGINIA**

**VIRGINIA BOARD OF NURSING**

**Nurse Aide Curriculum**

Revised: October 2018

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## UNIT I – THE NURSE AIDE IN LONG-TERM CARE

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Provide an overview of health care organizations and long-term care facilities and the methods used for payment of the services that clients receive.
2. Discuss the role of the nurse aide in long-term care per OBRA requirements.
3. Explain delegation as it relates to the nurse aide.
4. Explain the impact of Guidance Document 90-55 on potential employment for a nurse aide.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the different types of health care organizations as evidenced by participation in classroom discussion.	I. Long-term Care & Acute Care A. Independent living B. Home health care C. Adult day care D. Assisted living facility E. Nursing home F. Hospice G. Continuum of care facility H. Rehabilitation I. Hospital (inpatient & outpatient) J. Dementia/memory care			
Describe comparisons and differences of various methods that clients use to pay for long-term care as evidenced by participation in classroom discussion.	II. Payment Options for Long-term Care Facilities A. Private pay 1. client/resident pays for health care from personal resources B. Group insurance 1. client's/resident's health care is paid for by insurance that the client has previously paid C. Medicaid 1. medical assistance program for low-income client/residents pays for the			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the role of the nurse aide in long-term care facilities as evidenced by participation in classroom discussion.	<p>client's/resident's healthcare</p> <p>D. Medicare</p> <ol style="list-style-type: none"> <li>1. Health insurance program for clients/residents over the age of 65 pays for client's/resident's healthcare</li> <li>2. Funded by Social Security</li> <li>3. Minimum Data Set (MDS) report required for each Medicaid client/resident</li> </ol> <p>III. Omnibus Budget Reconciliation Act of 1987 (OBRA-87)</p> <ol style="list-style-type: none"> <li>A. Federal regulation</li> <li>B. Set standards of care for long-term care facilities</li> <li>C. Requires all nurse aides in long-term care facilities to: <ol style="list-style-type: none"> <li>1. complete training program</li> <li>2. pass certification exam</li> </ol> </li> <li>D. Requires each state to have a registry of nurse aides (see Unit XIV) <ol style="list-style-type: none"> <li>1. available to the public</li> <li>2. contains information on nurse aide's performance, including resident abuse</li> <li>3. information to be kept minimum of five (5) years</li> </ol> </li> <li>E. Requires continuing education <ol style="list-style-type: none"> <li>1. minimum of 12-hours in-service each year for nurse aides</li> </ol> </li> <li>F. Requires nurse aide who has not worked for 2 consecutive years to retake the certification exam</li> </ol> <p>IV. The Health Care Team</p> <ol style="list-style-type: none"> <li>A. The Nurse <ol style="list-style-type: none"> <li>1. Registered Nurse (RN)</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe common tasks for the nurse aide as evidenced by participation in classroom discussion.	<ul style="list-style-type: none"> <li>2. Licensed Practical Nurse (LPN)</li> <li>3. carries out the physician's orders</li> <li>B. The Nurse Aide               <ul style="list-style-type: none"> <li>1. care for clients/residents</li> <li>2. assist the RN and LPN</li> <li>3. supervised by the RN or LPN</li> </ul> </li> <li>C. Interdisciplinary Team               <ul style="list-style-type: none"> <li>1. client/resident</li> <li>2. physician</li> <li>3. dietician</li> <li>4. physical therapist</li> <li>5. occupational therapist</li> <li>6. family member</li> <li>7. social worker</li> <li>8. licensed nurse</li> <li>9. nurse aide</li> </ul> </li> <li>V. Common Tasks for the Nurse Aide               <ul style="list-style-type: none"> <li>A. Activities of daily living (ADLs)                   <ul style="list-style-type: none"> <li>1. bathing</li> <li>2. dressing</li> <li>3. grooming</li> <li>4. mouth care</li> <li>5. toileting</li> <li>6. eating &amp; hydration</li> <li>7. caring for skin; prevention of pressure ulcers</li> </ul> </li> <li>B. Bed making</li> <li>C. Taking/recording vital signs; height &amp; weight</li> <li>D. Observing/reporting client changes to licensed nurse</li> <li>E. Maintaining safety, including fall prevention</li> <li>F. Caring for equipment</li> <li>G. Infection control</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Discuss professional behaviors of the nurse aide as evidenced by participation in classroom discussion.	<p>VI. Professional Behavior of the Nurse Aide</p> <p>A. Attitude</p> <ol style="list-style-type: none"> <li>1. outward behavior</li> <li>2. disposition</li> <li>3. positive attitude               <ol style="list-style-type: none"> <li>a. caring</li> <li>b. compassionate</li> <li>c. committed to the job</li> </ol> </li> </ol> <p>B. Behavior</p> <ol style="list-style-type: none"> <li>1. neatly dressed following facility uniform policy</li> <li>2. on time to work</li> <li>3. avoid unnecessary absences</li> <li>4. use appropriate language</li> <li>5. do not gossip about co-workers</li> <li>6. keep client/resident information confidential</li> <li>7. speak politely</li> <li>8. follow facility policies and procedures</li> </ol> <p>C. Grooming</p> <ol style="list-style-type: none"> <li>1. wear clean, neat, unwrinkled uniform</li> <li>2. attend to personal hygiene</li> <li>3. do not use strongly scented fragrances (perfume, lotions, after-shave, body wash, hair spray)</li> <li>4. keep hair away from your face</li> <li>5. long hair should be secured at the back of the head or neck</li> <li>6. keep beards neat and trimmed</li> <li>7. use make-up sparingly</li> <li>8. keep nails short</li> <li>9. do not wear false nails</li> <li>10. keep shoes/laces clean</li> <li>11. jewelry should be minimal</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain delegation as it relates to the nurse aide as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>D. Work ethic               <ul style="list-style-type: none"> <li>1. attitude toward work</li> <li>2. punctual</li> <li>3. reliable</li> <li>4. accountable</li> <li>5. conscientious</li> <li>6. respectful of others</li> <li>7. honest</li> <li>8. cooperative</li> <li>9. empathetic</li> </ul> </li> <li>VII. Delegation (see Regulations Governing the Practice of Nursing 18VAC90-20-420 to 460)               <ul style="list-style-type: none"> <li>A. Transferring authority to a person for a specific task</li> <li>B. RN may delegate tasks to a nurse aide (NA)</li> <li>C. Criteria for delegation                   <ul style="list-style-type: none"> <li>1. nurse aide can properly and safely perform task</li> <li>2. client/resident health, safety and welfare will not be jeopardized</li> <li>3. RN retains responsibility and accountability for care of client/resident and supervises the NA</li> <li>4. delegated task communicated to NA on a client/resident-specific basis</li> <li>5. clear, specific instructions for performance, potential complications, expected results are given to NA</li> <li>6. NA is clearly identified with a name tag</li> <li>7. NA may not reassign a task that</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the impact of <u>Guidance Document 90-55</u> on potential employment for a nurse aide as evidenced by participation in classroom discussion.</p>	<p>has been delegated to her/him</p> <p>VIII. Applying for Employment as a Nurse Aide</p> <p>A. Considerations</p> <ol style="list-style-type: none"> <li>1. type of facility</li> <li>2. adequate transportation</li> <li>3. child care</li> </ol> <p>B. Complete resumé and application</p> <p>C. Guidance Document 90-55</p> <ol style="list-style-type: none"> <li>1. impact of criminal convictions on potential employment</li> <li>2. certain convictions prohibit employment in long-term care facilities</li> <li>3. read and sign personal copy of Guidance Document 90-55</li> </ol> <p>D. Interview</p> <ol style="list-style-type: none"> <li>1. arrive on time</li> <li>2. dress appropriately <ol style="list-style-type: none"> <li>a. professional attire</li> <li>b. neat</li> </ol> </li> <li>3. maintain good eye contact</li> <li>4. be prepared to answer questions</li> <li>5. be prepared to ask questions</li> <li>6. thank the interviewer at the end of the interview</li> <li>7. mail short thank-you note the day after interview</li> </ol>			

## UNIT II – COMMUNICATION AND INTERPERSONAL SKILLS

(18VAC90-26-40.A.1.a)

(18VAC90-26-40.A.5.b)

18VAC90-26-40.A.10)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Understand the importance of written, verbal and non-verbal communication;
2. Identify barriers to communication;
3. Demonstrate methods used by the Interdisciplinary Health Care Team to communicate among themselves;
4. Demonstrate techniques to communicate with the sensory-impaired client/resident;
5. Demonstrate techniques to communicate with the families of client/resident;
6. Develop interpersonal skills to use while functioning as a nurse aide;
7. Demonstrate conflict management strategies; and
8. Understand boundary violations, use and misuse of social media, and use of cell phones (pictures and texting) as it relates to the care of residents.

<b>OBJECTIVES</b>	<b>CONTENT OUTLINE</b>	<b>TEACHING TOOLS/RESOURCES</b>	<b>STUDENT EVALUATION</b>	<b>INSTRUCTION TIME (classroom, skills lab, clinical)</b>
Identify three aspects of communication as evidenced by a minimum grade of 80% on the unit test.  Demonstrate the ability to listen as evidenced by non-verbal communication such as eye contact, facial expression and verbal feedback.	I. Elements of Communication A. Three components of communication 1. message 2. sender 3. receiver  B. Listening is part of communication 1. hear the message 2. show an interest in the message 3. do not interrupt 4. ask appropriate questions for clarification 5. be patient allowing client/resident time to respond 6. reduce or eliminate distraction 7. use silence appropriately			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Recognize barriers to communication as evidenced by participation in classroom discussion.</p> <p>Identify the role of the four senses in communication as evidenced by minimum grade of 80% on the unit test.</p>	<p>C. Non-verbal communication</p> <ol style="list-style-type: none"> <li>1. posture</li> <li>2. appearance</li> <li>3. eye contact</li> <li>4. gestures</li> <li>5. facial expressions</li> <li>6. touch</li> <li>7. level of activity</li> </ol> <p>D. Barriers to communication</p> <ol style="list-style-type: none"> <li>1. talking too fast or too softly</li> <li>2. avoiding eye contact</li> <li>3. belittling client's/resident's feelings</li> <li>4. physical distance</li> <li>5. false reassurance</li> <li>6. changing subject</li> <li>7. giving advice</li> <li>8. use of slang/medical jargon</li> </ol> <p>II. Senses in Communication</p> <p>A. Sight</p> <ol style="list-style-type: none"> <li>1. look for changes in client/resident</li> <li>2. report changes to licensed nurse</li> </ol> <p>B. Hearing</p> <ol style="list-style-type: none"> <li>1. listen to client/resident and family</li> </ol> <p>C. Touch</p> <ol style="list-style-type: none"> <li>1. touch and feel for any changes in client's/resident's body</li> <li>2. report any changes to licensed nurse</li> </ol> <p>D. Smell</p> <ol style="list-style-type: none"> <li>1. report any unusual odor</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the documents that are used by the health care team to communicate information and needs of the client as evidenced by the ability to locate specific information in a designated documentation tool.</p> <p>Demonstrate an understanding of the nursing process as evidenced by correctly observing and reporting objective and subjective information related to a specific task identified in the client's/resident's person-centered nursing care plan.</p>	<p>III. Communication Among the Health Care Team</p> <p>A. Client's/resident's medical record (chart)</p> <ol style="list-style-type: none"> <li>1. admission sheet</li> <li>2. health history</li> <li>3. examination results</li> <li>4. physician's orders</li> <li>5. physician's progress notes</li> <li>6. health team notes</li> <li>7. lab test results</li> <li>8. special consents</li> </ol> <p>B. Hard copy of health records or electronic health record (EHR)</p> <ol style="list-style-type: none"> <li>1. condensed version of medical record</li> </ol> <p>C. Minimum Data Set (MDS)</p> <ol style="list-style-type: none"> <li>1. assessment tool</li> <li>2. provides structured, standardized approach to care</li> <li>3. helps identify client/resident health care problems</li> </ol> <p>D. Person-centered care plan</p> <ol style="list-style-type: none"> <li>1. outlines care that health care team must perform to assist client/resident attain optimal level of functioning</li> <li>2. written by the nurse (RN or LPN)</li> <li>3. nurse aide contributes by reporting signs and symptoms he/she observes</li> <li>4. includes objective and subjective information <ol style="list-style-type: none"> <li>a. objective – information that can be seen, heard, touched, smelled</li> <li>b. subjective – cannot be</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate end-of-shift communication as evidenced by giving an accurate end-of-shift report and documenting with 100% accuracy on the client's/resident's ADL record.</p>	<p>observed, may be heard or something the client/resident said</p> <p>E. The nursing process</p> <ol style="list-style-type: none"> <li>1. assessment by the RN               <ol style="list-style-type: none"> <li>a. physical inspection</li> <li>b. medical record</li> <li>c. identifies client/resident's actual or potential health care problems</li> </ol> </li> <li>2. diagnosis</li> <li>3. plan - sets goals and a plan to meet those goals</li> <li>4. implementation - providing care to client following the plan</li> <li>5. evaluation - look carefully to see if the desired goals have been achieved; if goals are not achieved care plan should be changed</li> <li>6. nurse aide observations and reports are vital to meet client goals</li> </ol> <p>F. Reporting and documentation</p> <ol style="list-style-type: none"> <li>1. throughout the day report changes in condition to the appropriate staff per facility policy</li> <li>2. shift report               <ol style="list-style-type: none"> <li>a. received at beginning of shift from previous shift</li> <li>b. given to on-coming shift before nurse aide leaves unit at end of shift</li> <li>c. includes observations of changes in client's condition or behavior</li> </ol> </li> <li>3. documentation</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate the correct way to talk on the telephone as evidenced by completing a client/resident scenario with 100% accuracy.</p>	<ul style="list-style-type: none"> <li>a. all information is confidential</li> <li>b. document immediately after care is given</li> <li>c. never document before providing care</li> <li>d. document care in designated documentation tool (i.e. client/resident paper chart or other electronic health record)</li> <li>e. write notes neatly and legibly</li> <li>f. always sign your name and title</li> <li>g. document only facts, not opinions</li> <li>h. use accepted abbreviations</li> <li>i. do not erase or use white-out, draw a single line through and initial any error (follow facility guidelines)</li> <li>4. ADL record (activities of daily living) – check sheet for routine activities</li> <li>G. Communicating on the telephone               <ul style="list-style-type: none"> <li>1. speak clearly and slowly</li> <li>2. identify your facility and unit</li> <li>3. identify who you are and your title</li> <li>4. listen carefully</li> <li>5. write any messages</li> <li>6. end call with “thank you” and “good-bye”</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate communicating with a hearing-impaired client/resident as evidenced by use of six (6) of the eight (8) strategies identified in class.</p> <p>Demonstrate communicating with a visually-impaired client/resident as evidenced by use of six (6) of the eight (8) strategies identified in class.</p>	<p>IV. Communicating with Specific Populations</p> <p>A. Hearing impaired</p> <ol style="list-style-type: none"> <li>1. identify any assistive devices that client/resident uses               <ol style="list-style-type: none"> <li>a. hearing aides</li> <li>b. communication boards</li> <li>c. lip reading</li> <li>d. sign language</li> </ol> </li> <li>2. reduce distracting noise               <ol style="list-style-type: none"> <li>a. TV</li> <li>b. radio</li> <li>c. noise in adjacent room</li> </ol> </li> <li>3. get client's/resident's attention before speaking</li> <li>4. speak clearly, slowly</li> <li>5. maintain eye contact</li> <li>6. use short, simple words</li> <li>7. use picture cards</li> <li>8. write, if necessary</li> </ol> <p>B. Visually impaired</p> <ol style="list-style-type: none"> <li>1. identify any assistive devices that client/resident uses               <ol style="list-style-type: none"> <li>a. glasses</li> <li>b. special lighting</li> </ol> </li> <li>2. knock on door and introduce yourself when entering room</li> <li>3. position client/resident so they are not looking into bright light or bright window</li> <li>4. position yourself where client/resident can see you</li> <li>5. have adequate light in room</li> <li>6. encourage client/resident to wear glasses</li> <li>7. use face of a clock to describe location of items</li> <li>8. only move items with permission</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the characteristics of cognitive impairment as evidenced by participation in classroom discussion.</p> <p>Identify causes of cognitive impairment in clients/residents as evidenced by participation in classroom discussion.</p>	<p>C. Dementia and cognitive impairment</p> <ol style="list-style-type: none"> <li>1. recognizing the client/resident with cognitive impairment               <ol style="list-style-type: none"> <li>a. memory problems, trouble expressing oneself, not finding the right words to say</li> <li>b. trouble with being in new places; not knowing where one is</li> <li>c. trouble making decisions; confusion and inability to use logic</li> <li>d. trouble focusing for long; losing a train of thought easily</li> <li>e. most clients/resident's cognitive condition will change over time</li> </ol> </li> <li>2. cognitive impairment may be due to:               <ol style="list-style-type: none"> <li>a. Parkinson's disease</li> <li>b. multiple types of dementia including Alzheimer's</li> <li>c. strokes</li> <li>d. traumatic brain injuries</li> <li>e. alcoholism or drug toxicity (can be reversed)</li> <li>f. depression</li> <li>g. delirium</li> <li>h. urinary tract infection (UTI)</li> </ol> </li> <li>3. clients/residents with cognitive impairment may be extremely anxious or frustrated and unable to communicate their needs               <ol style="list-style-type: none"> <li>a. cannot get needs met without communicating</li> <li>b. client/resident may need pain relief</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain why communication challenges need to be overcome and list methods to overcome these challenges as evidenced by participation in classroom discussion and role-play scenarios.</p> <p>Discuss communicating with families as evidenced by using both strategies discussed in class.</p> <p>Given specific scenarios, demonstrate appropriate communication with members of the health care team as evidenced by using seven (7) of the nine (9) communication strategies discussed in class.</p>	<ul style="list-style-type: none"> <li>c. rights of client/resident may be violated</li> <li>d. may be uncooperative with your care if they do not know what you are doing</li> <li>4. communication skills must be tailored to meet the needs of cognitively impaired clients/residents               <ul style="list-style-type: none"> <li>a. be sure to have the client's/resident's attention</li> <li>b. explain what you are going to do prior to starting care routine</li> <li>c. allow the client/resident opportunities to talk</li> <li>d. keep the same routine as much as possible</li> <li>e. be honest and reliable to gain client's/resident's trust</li> <li>f. know client's/resident's likes and dislikes</li> <li>g. speak slowly, softly, and simply</li> </ul> </li> <li>D. Families               <ul style="list-style-type: none"> <li>1. respond to requests and complaints</li> <li>2. answer questions honestly</li> </ul> </li> <li>E. Other members of the health care team               <ul style="list-style-type: none"> <li>1. be tolerant of co-workers</li> <li>2. be respectful of co-workers</li> <li>3. be quiet when others are speaking</li> <li>4. listen to ideas of co-workers</li> <li>5. approach new ideas with an open mind</li> <li>6. use appropriate voice volume</li> <li>7. use appropriate language</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss important interpersonal skills for the nurse aide as evidenced by participation in classroom discussion.</p> <p>Given selected scenarios, identify the stressors for the nurse aide and the resources the nurse aide may use to deal with the stress as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>8. do not curse or use slang</li> <li>9. do not talk about client/residents in a rude or disrespectful manner</li> </ul> <p>V. Interpersonal Skills for the Nurse Aide</p> <ul style="list-style-type: none"> <li>A. Accept every client/resident               <ul style="list-style-type: none"> <li>1. be tolerant</li> <li>2. be patient</li> <li>3. be understanding</li> <li>4. be sensitive to needs of client/resident</li> </ul> </li> <li>B. Listen to client/resident</li> <li>C. Be prepared to handle disagreement and criticism</li> </ul> <p>VI. Conflict Management</p> <ul style="list-style-type: none"> <li>A. Signs of stress at work               <ul style="list-style-type: none"> <li>1. anger or abuse displayed toward client/resident</li> <li>2. arguing with supervisor</li> <li>3. poor working relations with co-workers</li> <li>4. complaining about responsibilities of job</li> <li>5. having difficulty focusing on work</li> <li>6. experiencing “burn out”</li> </ul> </li> <li>B. Resources to assist with stress management               <ul style="list-style-type: none"> <li>1. family</li> <li>2. friends</li> <li>3. supervisor</li> <li>4. place of worship</li> <li>5. mental health agency</li> </ul> </li> <li>C. Causes of conflict in the workplace               <ul style="list-style-type: none"> <li>1. misunderstanding</li> <li>2. misinterpretation</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate conflict management strategies discussed in class as evidenced by successful resolution of conflicts in given role-play scenarios.</p>	<ul style="list-style-type: none"> <li>3. stress</li> <li>4. poor communication</li> <li>D. Who may be involved in conflict               <ul style="list-style-type: none"> <li>1. client/resident</li> <li>2. family member</li> <li>3. visitor</li> <li>4. staff</li> </ul> </li> <li>E. Conflict involving client/resident               <ul style="list-style-type: none"> <li>1. report to supervisor</li> <li>2. report to ombudsman                   <ul style="list-style-type: none"> <li>a. legal advocate for client/resident</li> <li>b. investigates complaints</li> <li>c. decides action to take if there is a problem</li> <li>d. educates consumers and care providers</li> <li>e. appears in court/legal hearings</li> <li>f. gives information to public</li> </ul> </li> </ul> </li> <li>F. Strategies for nurse aide to manage conflict               <ul style="list-style-type: none"> <li>1. stay calm, do not become emotional</li> <li>2. remove yourself from the area of the conflict</li> <li>3. be aware of your body language</li> <li>4. do not discuss conflict in front of client/resident</li> <li>5. speak privately with the person involved in the conflict</li> <li>6. focus on the conflict</li> <li>7. use "I" sentences</li> <li>8. listen to the other person</li> <li>9. ask other person for ideas on how to resolve conflict</li> <li>10. be open to a solution</li> <li>11. may be necessary to agree to</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate an understanding of boundary violations, use and misuse of social media, and use of cell phones, (pictures and texting) as it relates to the care of residents as evidenced by successful participation in role play scenarios and during clinical portion of course.</p>	<p>disagree</p> <p>G. Critical thinking process</p> <ol style="list-style-type: none"> <li>1. identify the problem</li> <li>2. list alternatives to solve the problem</li> <li>3. list pros and cons to alternative solutions</li> <li>4. mutually decide on a solution</li> <li>5. evaluate the solution together</li> </ol> <p>VII. Social media and cell phone use</p> <p>A. Definition of social media – a group of internet-based applications that allow the creation and exchange of user-generated content such as pictures and videos</p> <p>B. Some types of social media</p> <ol style="list-style-type: none"> <li>1. Twitter</li> <li>2. Facebook</li> <li>3. Snapchat</li> <li>4. Instagram</li> <li>5. YouTube</li> </ol> <p>C. CNAs must protect the client's/resident's privacy and confidentiality at all times</p> <ol style="list-style-type: none"> <li>1. breaches in privacy or confidentiality can be <ol style="list-style-type: none"> <li>a. intentional – i.e. posting a picture on Facebook of a client/resident lying in bed</li> <li>b. unintentional – posting a picture of self and a client/resident on Facebook</li> </ol> </li> <li>2. Health Insurance and Portability and Accountability Act (HIPAA) and Health Information Technology for Economic and</li> </ol>	<p>Links to social media boundary violations:</p> <p><a href="http://wgntv.com/2016/07/18/its-just-totally-wrong-nursing-home-workers-share-invasive-pics-and-videos-of-seniors-on-social-media/">http://wgntv.com/2016/07/18/its-just-totally-wrong-nursing-home-workers-share-invasive-pics-and-videos-of-seniors-on-social-media/</a></p> <p><a href="https://www.propublica.org/article/inappropriate-social-media-posts-by-nursing-home-workers-detailed">https://www.propublica.org/article/inappropriate-social-media-posts-by-nursing-home-workers-detailed</a></p>		



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>Clinical Health (HITECH) protect client's/resident's personal health information and privacy</p> <ol style="list-style-type: none"> <li>3. if you are aware of any violation(s) it should be reported, whether intentional, or unintentional</li> </ol> <p>D. Use and misuse of clients/residents' social media</p> <p>E. Boundary violations</p> <ol style="list-style-type: none"> <li>1. NEVER post pictures or videos of clients/residents on any type of social media</li> <li>2. may be subject to criminal penalties and civil sanctions – severe violation up to \$250,000 fine and 10 years in federal prison</li> <li>3. may lose license</li> <li>4. may be terminated by employer</li> </ol>			

### UNIT III – INFECTION CONTROL

(18VAC90-26-40.A.1.b)

#### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Describe the chain of infection;
2. Identify factors contributing to occurrence of infections.
3. Explain the early signs and symptoms of infection.
4. Describe Standard Precautions.
5. Demonstrate proper hand washing technique.
6. Demonstrate proper technique for donning and removing personal protective equipment.
7. Describe the proper disposal of infectious waste materials in the health care facility.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
List various types of pathogens that cause disease as evidenced by a minimum grade of 80% on the unit test.	I. Overview of Infection A. Microbes that cause disease (pathogens) 1. bacteria a. E. coli (urinary tract infections) i. bacteria found throughout the environment b. Staphylococcus aureus (skin infections) c. Group A Streptococcus (strep throat) d. other bacteria 2. fungus a. yeast infections b. athlete's foot c. ringworm 3. virus a. <i>Haemophilus influenzae</i> (Hib) i. flu – can be caused by			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the relationship of the pathogens to the chain of infection as evidenced by a minimum grade of 80% on the unit test.</p> <p>Identify factors contributing to the incidence of infection as evidenced by minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>different strains               <ul style="list-style-type: none"> <li>ii. prevention with flu vaccine</li> </ul> </li> <li>b. common cold</li> <li>c. human immunodeficiency virus (HIV)</li> <li>d. hepatitis</li> <li>e. norovirus (gastroenteritis)               <ul style="list-style-type: none"> <li>i. very contagious causing vomiting and diarrhea</li> </ul> </li> <li>4. parasite               <ul style="list-style-type: none"> <li>a. giardia (intestinal parasite)</li> <li>b. roundworm</li> <li>c. tapeworm</li> <li>d. pinworm</li> <li>e. scabies</li> </ul> </li> <li>B. Chain of infection               <ul style="list-style-type: none"> <li>1. microbe (pathogen)</li> <li>2. reservoir                   <ul style="list-style-type: none"> <li>a. place for pathogen to accumulate</li> </ul> </li> <li>3. means for microbe to leave reservoir</li> <li>4. method of transmission                   <ul style="list-style-type: none"> <li>a. how the pathogen spreads</li> </ul> </li> <li>5. portal of entry to host                   <ul style="list-style-type: none"> <li>a. how the pathogen enters the new host</li> </ul> </li> <li>6. susceptible host                   <ul style="list-style-type: none"> <li>a. person infected</li> </ul> </li> </ul> </li> <li>C. Factors contributing to incidence of infection               <ul style="list-style-type: none"> <li>1. number of organisms (pathogens) present                   <ul style="list-style-type: none"> <li>a. hospital acquired infection – nosocomial</li> </ul> </li> <li>2. virulence of organism or pathogen</li> <li>3. susceptibility of the host</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe sources and sites of infection as evidenced by participation in classroom discussion.	<ul style="list-style-type: none"> <li>a. age</li> <li>b. illness</li> <li>c. chronic disease</li> <li>d. poor nutrition</li> <li>e. poor hygiene</li> <li>f. stress</li> <li>g. fatigue</li> </ul> <p>4. environmental conditions that foster growth of pathogens</p> <ul style="list-style-type: none"> <li>a. food – live or dead matter</li> <li>b. moisture</li> <li>c. warm temperature</li> <li>d. darkness</li> </ul> <p>D. Sources of infection</p> <ul style="list-style-type: none"> <li>1. human               <ul style="list-style-type: none"> <li>a. not washing hands after going to the bathroom</li> <li>b. coughing/sneezing into your hands</li> <li>c. poor hygiene</li> </ul> </li> <li>2. animal               <ul style="list-style-type: none"> <li>a. fecal contamination</li> <li>b. cat scratch fever</li> <li>c. deer tick (Lyme disease, Rocky Mountain spotted fever)</li> <li>d. mosquito (West Nile virus, malaria)</li> <li>e. meat that is not prepared to the proper temperature</li> </ul> </li> <li>3. environment               <ul style="list-style-type: none"> <li>a. contaminated water</li> <li>b. contaminated food</li> <li>c. food that is not properly refrigerated</li> </ul> </li> </ul> <p>E. Sites of infection</p> <ul style="list-style-type: none"> <li>1. respiratory system</li> <li>2. urinary system</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify human defenses against infection as evidenced by participation in classroom discussion.</p> <p>List early signs of infection and the importance of reporting signs to a licensed nurse as evidenced by completion of classroom scenario.</p>	<ul style="list-style-type: none"> <li>3. blood</li> <li>4. break in the skin</li> <li>5. intestinal tract</li> <li>F. Human body defenses against infection               <ul style="list-style-type: none"> <li>1. external defenses                   <ul style="list-style-type: none"> <li>a. the skin</li> <li>b. mucous membranes</li> <li>c. hair in the nose and ears</li> <li>d. keeping the skin clean</li> <li>e. good oral hygiene</li> </ul> </li> <li>2. internal defenses                   <ul style="list-style-type: none"> <li>a. immune response                       <ul style="list-style-type: none"> <li>i. blood goes to area to clean away pathogens (redness, swelling, warmth)</li> <li>ii. white blood cells attack pathogen (pus)</li> <li>iii. increased body temperature (fever) helps to destroy pathogens</li> </ul> </li> <li>b. antibodies                       <ul style="list-style-type: none"> <li>i. special proteins created by previous exposure to a pathogen</li> <li>ii. created by vaccination to a particular pathogen</li> <li>iii. attack newly arrived pathogens</li> </ul> </li> </ul> </li> </ul> </li> <li>G. Early signs/symptoms of infection               <ul style="list-style-type: none"> <li>1. feeling “unwell”</li> <li>2. sore throat</li> <li>3. coughing</li> <li>4. fever/chills</li> <li>5. nausea</li> <li>6. diarrhea</li> <li>7. drainage from a skin wound</li> <li>8. report these signs to appropriate</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Compare different methods used to achieve medical asepsis as evidenced by 80% minimum grade on unit test.</p>	<ul style="list-style-type: none"> <li>3. established by Centers for Disease Control (CDC)</li> <li>B. Standard Precautions guidelines               <ul style="list-style-type: none"> <li>1. wash hands before putting on gloves</li> <li>2. wash hands after taking off gloves</li> <li>3. do not touch clean objects with contaminated gloves</li> <li>4. immediately wash all skin contaminated with blood and/or body fluids</li> <li>5. wear gloves if you may come in contact with blood or body fluids</li> <li>6. wear a gown if your body may come in contact with blood or body fluids</li> <li>7. wear a mask, goggles and/or face shield if your face may come in contact with blood or body fluids</li> <li>8. place all contaminated supplies in special containers</li> <li>9. dispose of all sharp objects in biohazard containers</li> <li>10. never recap a needle</li> <li>11. clean all surfaces potentially contaminated with infectious waste</li> </ul> </li> <li>C. Medical asepsis               <ul style="list-style-type: none"> <li>1. physically removing or killing pathogens</li> <li>2. uses                   <ul style="list-style-type: none"> <li>a. soap</li> <li>b. water</li> <li>c. antiseptics</li> <li>d. disinfectants</li> <li>e. heat</li> </ul> </li> <li>3. sanitation                   <ul style="list-style-type: none"> <li>a. basic cleanliness</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate proper hand washing technique as evidenced by Satisfactory grade on Skills Record.</p>	<ul style="list-style-type: none"> <li>b. hand washing</li> <li>c. washing the body, clothes, linen, dishes</li> <li>4. antiseptics               <ul style="list-style-type: none"> <li>a. kills pathogens or stops them from growing</li> <li>b. rubbing alcohol</li> <li>c. iodine</li> </ul> </li> <li>5. disinfect               <ul style="list-style-type: none"> <li>a. kills pathogen</li> <li>b. cleaning solutions</li> </ul> </li> <li>6. sterilization               <ul style="list-style-type: none"> <li>a. uses pressurized steam to kill pathogens</li> </ul> </li> <li>D. Hand hygiene               <ul style="list-style-type: none"> <li>1. most important factor in preventing transmission of pathogens</li> <li>2. alcohol-based solutions are not a substitute for proper hand washing                   <ul style="list-style-type: none"> <li>a. hand hygiene must include washing with soap and water versus hand sanitizer</li> </ul> </li> <li>3. keep fingernails short and clean</li> <li>4. do not wear artificial nails or tips</li> <li>5. rings and bracelets collect pathogens and should not be worn</li> <li>6. use lotion to keep skin soft and intact</li> <li>7. when to wash hands                   <ul style="list-style-type: none"> <li>a. arrival at work</li> <li>b. entering client/resident's room</li> <li>c. leaving client/resident's room</li> <li>d. before and after feeding client/resident</li> <li>e. before putting on gloves and after removing gloves</li> <li>f. after contact with blood or body</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate proper donning and removing technique for personal protective equipment as evidenced by Satisfactory grade on Skills Record.</p> <p>Identify various types of isolation precautions as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>fluids               <ul style="list-style-type: none"> <li>g. before and after handling food</li> <li>h. before and after drinking and eating</li> <li>i. after smoking</li> <li>j. after handling your hair</li> <li>k. after using the bathroom</li> <li>l. after coughing, sneezing or blowing your nose</li> <li>m. before leaving the facility</li> <li>n. when you get home</li> </ul> </li> <li>8. hand washing technique               <ul style="list-style-type: none"> <li>a. use technique in most current Virginia Nurse Aide Candidate Handbook</li> </ul> </li> <li>E. Personal protective equipment (PPE)               <ul style="list-style-type: none"> <li>1. barrier between a person and disease</li> <li>2. gloves, mask, gown, goggles, face shield</li> <li>3. don and remove PPE                   <ul style="list-style-type: none"> <li>a. use technique in most current Virginia Nurse Aide Candidate Handbook</li> </ul> </li> </ul> </li> <li>F. Isolation precautions               <ul style="list-style-type: none"> <li>1. for residents who may be infected or colonized with certain infectious agents (CDC)</li> <li>2. measures taken to contain pathogens</li> <li>3. follow CDC guidelines or facility policy</li> <li>4. protocols to prevent exposure of other residents/staff to pathogens</li> <li>5. Two levels of isolation precautions                   <ul style="list-style-type: none"> <li>a. 1<sup>st</sup> level - Standard Precautions                       <ul style="list-style-type: none"> <li>i. For all resident care</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>ii. For protection from blood and body fluids which may contain infectious agents</li> <li>b. 2<sup>nd</sup> level – Transmission-based</li> <li>6. Three types               <ul style="list-style-type: none"> <li>a. Contact – transmitted by touching such as skin, wound infections, feces, respiratory secretions</li> <li>b. Droplet – transmitted by droplets from mouth or nose such as influenza, strep throat, pneumonia</li> <li>c. Airborne – transmitted through air such as Tuberculosis, chicken pox</li> </ul> </li> <li>7. Infectious agents commonly seen:               <ul style="list-style-type: none"> <li>a. MRSA (Methicillin Resistant Staphylococcus Aureus)</li> <li>b. VRE (Vancomycin Resistant Enterococcus)                   <ul style="list-style-type: none"> <li>i. multi-drug resistant bacteria</li> <li>ii. indicative of chronic illness</li> </ul> </li> <li>c. C.Diff (Clostridium difficile) – a bacterium which causes inflammation of the colon resulting in diarrhea and serious illness</li> </ul> </li> <li>G. Personal hygiene               <ul style="list-style-type: none"> <li>1. keep yourself clean</li> <li>2. wear clean uniform each day</li> <li>3. keep yourself well-hydrated and well-nourished</li> <li>4. give yourself adequate rest and sleep</li> <li>5. if you are ill do not come to work</li> <li>6. keep hair pulled back and secured</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the disposition of infectious waste material in a health care facility as evidenced by minimum of 80% on the unit test.	<ul style="list-style-type: none"> <li>7. follow facility policy for nails and jewelry</li> <li>H. Disposition of contaminated waste               <ul style="list-style-type: none"> <li>1. infectious waste                   <ul style="list-style-type: none"> <li>a. contaminated with blood or body fluids</li> </ul> </li> <li>2. biohazard bags used to dispose of infectious waste                   <ul style="list-style-type: none"> <li>a. red bags</li> </ul> </li> <li>3. biohazard bags are not disposed with ordinary trash                   <ul style="list-style-type: none"> <li>a. must be incinerated</li> </ul> </li> <li>4. improper disposal of biohazard waste is dangerous for everyone</li> </ul> </li> </ul>			

## UNIT IV – SAFETY MEASURES

(18VAC90-26-40.A.1.c)

(18VA 90-26-40.A.7.g)

(18VAC90-26-40.A.9)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Explain the OSHA Bloodborne Pathogen Standards.
2. Identify risk factors for common accidents in health care facilities.
3. Identify safety measures to prevent falls in health care facilities.
4. Discuss measures to prevent various common accidents in health care facilities.
5. Demonstrate how to deal with an obstructed airway.
6. Discuss how to avoid the need for restraints in accordance with current professional standards.
7. Demonstrate how to use good body mechanics when caring for client/residents.
8. Discuss how to prevent and react to fire and other disasters in a health care facility.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Demonstrate an understanding of the OSHA Bloodborne Pathogen Standard as evidenced by participating in classroom discussion.	<ul style="list-style-type: none"><li>I. Prevention of Common Accidents<ul style="list-style-type: none"><li>A. Occupational Safety and Health Administration (OSHA)<ul style="list-style-type: none"><li>1. federal agency</li><li>2. responsible for safety and health of workers in USA</li><li>3. establishes workplace rules for safety</li><li>4. conducts workplace inspections</li><li>5. mandates workplace training for safety issues</li></ul></li><li>6. Bloodborne Pathogen Standard<ul style="list-style-type: none"><li>a. requires regular in-service training</li><li>b. identifies steps to take when exposed to bloodborne pathogens</li><li>c. requires employers to provide PPE for staff, clients/residents,</li></ul></li></ul></li></ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>List risk factors for common accidents as evidenced by minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>visitors</li> <li>d. requires each client/resident room to have biohazard containers to dispose of contaminated equipment/supplies</li> <li>e. requires employers to provide free hepatitis B vaccine for employees</li> <li>f. examples of bloodborne diseases: AIDS, hepatitis</li> <li>B. Risk factors for common accidents               <ul style="list-style-type: none"> <li>1. environmental risk factors                   <ul style="list-style-type: none"> <li>a. floor – wet, cluttered</li> <li>b. equipment not used properly</li> <li>c. equipment not kept in good repair</li> <li>d. special precautions</li> <li>e. arrangement of furnishings/equipment to allow for a clear walkway (med cart, O2 tank, etc.)</li> <li>f. mirrors</li> <li>g. throw rugs</li> <li>h. shadows</li> <li>i. smells/odors</li> <li>j. lighting</li> <li>k. stairs</li> </ul> </li> <li>2. client/resident risk factors                   <ul style="list-style-type: none"> <li>a. functional ability/frailty</li> <li>b. impaired vision</li> <li>c. impaired hearing</li> <li>d. impaired sense of smell</li> <li>e. impaired sense of touch</li> <li>f. impaired memory</li> <li>g. altered behavior</li> <li>h. impaired mobility</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify safety procedures to prevent falls in health care facilities as evidenced by participating in classroom discussion and demonstration in skills lab.</p>	<ul style="list-style-type: none"> <li>i. medications</li> <li>3. staff risk factors               <ul style="list-style-type: none"> <li>a. use of equipment without proper training</li> <li>b. being in a hurry</li> <li>c. use of poor body mechanics</li> </ul> </li> <li>C. Fall prevention               <ul style="list-style-type: none"> <li>1. fall risks for the elderly client/resident                   <ul style="list-style-type: none"> <li>a. impaired vision</li> <li>b. impaired hearing</li> <li>c. decreased balance/unsteady gait</li> <li>d. impaired memory</li> <li>e. disoriented</li> <li>f. confused</li> <li>g. slower reaction time</li> <li>h. slower movements</li> <li>i. tremors</li> <li>j. medications</li> </ul> </li> <li>2. measures to prevent falls                   <ul style="list-style-type: none"> <li>a. keep personal items within reach</li> <li>b. keep call bell within reach</li> <li>c. answer call bell promptly</li> <li>d. encourage client/resident to wear their glasses</li> <li>e. maintain adequate lighting in areas where client/resident will ambulate</li> <li>f. lock brakes on movable equipment</li> <li>g. wear non-skid footwear when walking</li> <li>h. wear clothing and footwear that fits properly – not too big or too long</li> <li>i. toilet client/resident on a regular basis</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the importance of reporting falls to the appropriate supervisor as evidenced by participating in classroom discussion.</p> <p>Discuss measures to prevent various common accidents in health care facilities as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>j. keep clear walkway in room and halls</li> <li>k. avoid use of throw rugs</li> <li>l. wipe spills on the floor immediately</li> <li>m. only rearrange client/resident's furnishings with their approval</li> <li>n. report any equipment not in good working order</li> <li>o. report any frayed electrical cords</li> <li>p. report any observations of high risk client/resident behavior</li> <li>3. report a fall to appropriate licensed nurse immediately – follow health care facility policy for care of client/resident who has fallen</li> <li>D. Prevention of scalds and burns               <ul style="list-style-type: none"> <li>1. scalds                   <ul style="list-style-type: none"> <li>a. burns caused by hot liquid such as water, coffee or tea</li> <li>b. liquid temperature 140° or greater</li> </ul> </li> <li>2. burns                   <ul style="list-style-type: none"> <li>a. cigarette burns</li> <li>b. liquid burns</li> <li>c. chemical burns</li> <li>d. electrical burns</li> </ul> </li> <li>3. measures to prevent scalds or burns                   <ul style="list-style-type: none"> <li>a. water temperature should be 110°</li> <li>b. do not have client/resident use toe to check water temperature</li> <li>c. staff should check temperature of water before giving client/resident bath or shower</li> <li>d. use low setting on hair dryers</li> <li>e. do not use microwave oven to</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the information contained on a Materials Safety Data Sheet (SDS) as evidenced by accurately reading a specified SDS.</p>	<ul style="list-style-type: none"> <li>prepare a warm soak or application</li> <li>f. encourage client/resident to allow hot drinks to cool before drinking</li> <li>g. if client/resident has tremors, encourage use of closed cup when drinking hot liquids</li> <li>h. pour hot liquids away from client/residents</li> <li>i. require client to follow facility smoking policy</li> <li>j. frequently check electrical cords for fraying and report any that are frayed; use safety outlet plugs</li> <li>k. avoid keeping cleaning chemicals in areas where clients have access</li> <li>l. report a scald or burn to appropriate licensed nurse immediately - follow health care facility policy for care of client/resident who has been scalded or burned</li> <li>4. Safety Data Sheets (SDS)               <ul style="list-style-type: none"> <li>a. an OSHA requirement in all health care facilities for any dangerous chemical on site</li> <li>b. all staff should have access and know where these are kept</li> <li>c. information included on SDS                   <ul style="list-style-type: none"> <li>i. chemical ingredient</li> <li>ii. danger of the product</li> </ul> </li> </ul> </li> <li>5. PPE to be worn when using chemicals</li> <li>6. correct way to use and clean up the chemical</li> <li>7. emergency action to take if the</li> </ul>	<p><a href="https://www.osha.gov/Publications/OSHA3514.html">https://www.osha.gov/Publications/OSHA3514.html</a></p>		



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>chemical is spilled, splashed or ingested</p> <p>8. safe handling procedures for the chemical</p> <p>E. Prevention of poisoning</p> <p>1. risk factors</p> <p>a. personal care items – nail polish remover, soaps, perfume, hair products</p> <p>b. cleaning supplies</p> <p>c. some plants/flowers</p> <p>2. Poison Control phone number required to be prominently displayed</p> <p>3. measures to prevent poisoning</p> <p>a. keep cleaning chemicals in locked cabinet</p> <p>b. check drawers for hoarded food that may have spoiled</p> <p>c. keep medications away from the bedside</p> <p>4. report a poisoning to appropriate licensed nurse immediately</p> <p>a. follow health care facility policy for care of a client who has been poisoned</p> <p>F. Prevention of choking</p> <p>1. object blocks the trachea (windpipe)</p> <p>2. risk factors</p> <p>a. difficulty swallowing</p> <p>b. disoriented</p> <p>3. measures to prevent choking</p> <p>a. client/resident in upright position for eating/feeding</p> <p>b. do not rush client/resident while eating</p> <p>c. cut food into small pieces</p> <p>d. use thickening for liquids if</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate the procedure for dealing with an obstructed airway as evidenced by successfully performing the procedure on a manikin.</p> <p>Discuss the use of restraints, including the reasons to avoid their use, as evidenced by participation in classroom discussion.</p>	<p>client/resident has difficulty with thin liquids</p> <p>e. make sure dentures fit correctly</p> <p>f. report any problems with swallowing or choking to appropriate licensed nurse</p> <p>4. demonstrate how to deal with an obstructed airway</p> <p>a. follow health care facility guidelines for obstructed airway</p> <p>G. Prevention of suffocation</p> <p>1. risk factors</p> <p>a. improperly fitting dentures</p> <p>b. poor feeding technique</p> <p>c. unattended baths</p> <p>d. use of restraints</p> <p>2. measures to prevent suffocation</p> <p>a. report to appropriate licensed nurse any dentures that do not fit properly</p> <p>b. always have client/resident in upright position when eating</p> <p>c. never leave client/resident unattended in a bath tub, whirlpool or shower</p> <p>d. avoid use of physical or chemical restraints</p> <p>H. Avoiding the need for restraints</p> <p>1. restraints</p> <p>a. restrict voluntary movement or behavior</p> <p>b. may be physical or chemical</p> <p>2. physical restraints/protective devices</p> <p>a. examples – vest, wrist/ankle restraints, waist/belt restraint, mitt</p>	<p><a href="https://youtu.be/A80wU5UgS-A">https://youtu.be/A80wU5UgS-A</a></p>		

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the importance of and frequency of monitoring the client/resident while restraints/protective devices are in use as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>b. bed side rails</li> <li>c. any chair that prevents client/resident from rising (geriatric table chair; recliner)</li> <li>3. chemical restraints - medication that controls client's/resident's behavior</li> <li>4. problems with restraints/protective devices               <ul style="list-style-type: none"> <li>a. bruising</li> <li>b. decreased mobility                   <ul style="list-style-type: none"> <li>i. pressure sores</li> <li>ii. pneumonia</li> <li>iii. incontinence</li> <li>iv. constipation</li> </ul> </li> <li>c. social isolation</li> <li>d. stress and anxiety</li> <li>e. increased agitation</li> <li>f. loss of independence</li> <li>g. loss of dignity</li> <li>h. loss of self-esteem</li> <li>i. risk of suffocation</li> </ul> </li> <li>5. use of restraints/protective devices               <ul style="list-style-type: none"> <li>a. requires health care provider order</li> <li>b. illegal to use for convenience of the staff</li> <li>c. client/resident must be continually monitored, at least every 15 minutes</li> <li>d. restraint must be released every 2 hours</li> <li>e. know how to use</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify alternatives to restraints/protective devices as evidenced by active participation in classroom discussion.	<ul style="list-style-type: none"> <li>6. restraint alternatives (restraint-free care) - evaluate situation for cause of behavior or problem by anticipating client's/resident's needs:               <ul style="list-style-type: none"> <li>a. is client/resident wet?</li> <li>b. is client/resident soiled?</li> <li>c. is client/resident tired?</li> <li>d. is client/resident thirsty?</li> <li>e. is client/resident hungry?</li> <li>f. is client/resident bored?</li> </ul> </li> <li>7. observe for emotional status</li> <li>8. observe for pain</li> <li>9. is client/resident confused/disoriented?               <ul style="list-style-type: none"> <li>a. encourage client/resident independence                   <ul style="list-style-type: none"> <li>i. provide meaningful activities</li> <li>ii. encourage to participate in activities to the best of client's/resident's ability</li> <li>iii. redirect the client's/resident's interests</li> </ul> </li> <li>b. reduce boredom - encourage client's/resident's engagement                   <ul style="list-style-type: none"> <li>i. involve in activities/life enrichment appropriate for client/resident</li> <li>ii. take client/resident for walk</li> <li>iii. encourage participation in social activities that are meaningful to the client/resident</li> <li>iv. provide reading materials</li> <li>v. read to client/resident if desired</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate the use of good body mechanics as evidenced by performance of skills on Skills Record.</p>	<ul style="list-style-type: none"> <li>10. provide a safe area for client/resident to ambulate               <ul style="list-style-type: none"> <li>a. well-lighted</li> <li>b. free of clutter</li> <li>c. make sure client wears non-skid footwear</li> <li>d. provide activity for client who wanders at night</li> </ul> </li> <li>11. reduce tension and anxiety               <ul style="list-style-type: none"> <li>a. toilet every 2 hours</li> <li>b. escort client/resident to social activities</li> <li>c. provide backrub</li> <li>d. offer snack or drink</li> <li>e. reduce noise level around client/resident</li> <li>f. play soothing music</li> </ul> </li> <li>12. involve family in client's/resident's care               <ul style="list-style-type: none"> <li>a. encourage visits</li> <li>b. encourage participation in care of client/resident</li> </ul> </li> <li>13. other alternatives to restraints               <ul style="list-style-type: none"> <li>a. bed/chair alarms</li> <li>b. specially shaped cushions</li> </ul> </li> <li>14. report any changes in client's/resident's behavior or mental status to appropriate licensed nurse</li> <li>15. answer call bells immediately</li> </ul> <p>II. Workplace Safety</p> <p>A. Body mechanics</p> <ul style="list-style-type: none"> <li>1. definitions               <ul style="list-style-type: none"> <li>a. alignment – keeping muscles and joints in proper position to prevent unnecessary stress on</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate the correct way to assist a falling client/resident as evidenced by role-playing with a fellow student.</p>	<ul style="list-style-type: none"> <li>them</li> <li>b. balance – keeping center of gravity close to base of support</li> <li>c. coordinated body movement – using your body weight to help move the object</li> <li>2. lifting               <ul style="list-style-type: none"> <li>a. feet hip distance apart</li> <li>b. back straight</li> <li>c. knees bent</li> <li>d. object close to you</li> <li>e. tighten abdominal muscles</li> <li>f. lift with leg muscles</li> <li>g. keep object close to your body</li> <li>h. keep your back straight</li> </ul> </li> <li>3. client/resident care               <ul style="list-style-type: none"> <li>a. if client/resident is in bed, raise bed to waist height. Remember to lower bed when you are finished</li> <li>b. push, slide or pull rather than lifting, if possible</li> <li>c. avoid twisting when lifting by pivoting your feet</li> <li>d. do not try to lift with one hand</li> <li>e. ask for help from co-workers</li> <li>f. tell client/resident what you are planning to do so they can help you, if possible</li> </ul> </li> <li>4. assisting the falling client/resident               <ul style="list-style-type: none"> <li>a. do not try to prevent the fall</li> <li>b. stand behind the client/resident with arms around his torso</li> <li>c. slide client/resident down your body and leg, as a sliding board</li> <li>d. ease client/resident to the floor</li> <li>e. protect the head</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of and methods for reporting incidents/accidents to the appropriate supervisor as evidenced by accurately documenting an incident or an accident on an incident report.</p> <p>Identify potential causes of a fire in a health care facility as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>f. stay with client/resident and call for help</li> <li>g. report the incident to the appropriate licensed nurse as soon as possible</li> <li>B. Incident/Accident reports               <ul style="list-style-type: none"> <li>1. incident – accident, problem or unexpected event that occurs while providing client/resident care                   <ul style="list-style-type: none"> <li>a. may involve staff, client/resident and/or visitor</li> </ul> </li> <li>2. report should be written as soon as possible after the event                   <ul style="list-style-type: none"> <li>a. document exactly what happened</li> <li>b. give time and condition of person involved</li> <li>c. only use facts, not opinions</li> </ul> </li> <li>3. information is confidential</li> <li>4. report is given to the charge nurse</li> <li>5. always file an incident report if you are injured on the job                   <ul style="list-style-type: none"> <li>a. provides protection for you</li> <li>b. identifies that injury occurred at work</li> </ul> </li> </ul> </li> <li>C. Fire safety               <ul style="list-style-type: none"> <li>1. fire requires                   <ul style="list-style-type: none"> <li>a. object that will burn</li> <li>b. fuel – oxygen</li> <li>c. heat to make the flame</li> </ul> </li> <li>2. potential causes of fire                   <ul style="list-style-type: none"> <li>a. smoking</li> <li>b. frayed/damaged electrical cord/wires</li> <li>c. electrical equipment in need of repair</li> <li>d. space heaters</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify ways to prevent a fire in a health care facility as evidenced by participation in classroom discussion.</p> <p>Demonstrate the proper use of a fire extinguisher as evidenced by successful role-play in class.</p>	<ul style="list-style-type: none"> <li>e. overloaded electrical plugs/outlets</li> <li>f. oxygen use</li> <li>g. careless cooking</li> <li>h. oily cleaning rags</li> <li>i. newspapers and paper clutter</li> </ul> <p>3. ways to prevent fire in a health care facility</p> <ul style="list-style-type: none"> <li>a. stay with resident who is smoking</li> <li>b. make sure cigarettes and ash are in ashtray</li> <li>c. only empty an ashtray if cigarette and ash are not hot</li> <li>d. report frayed/damaged cords/outlets immediately</li> <li>e. keep fire doors closed and accessible</li> <li>f. Keep halls clear and accessible</li> </ul> <p>4. RACE</p> <ul style="list-style-type: none"> <li>a. if fire occurs</li> <li>b. R – remove client/resident from danger</li> <li>c. A – activate alarm</li> <li>d. C – contain fire by closing doors and windows</li> <li>e. E – extinguish fire if possible or evacuate the area</li> </ul> <p>5. use of a fire extinguisher - PASS</p> <ul style="list-style-type: none"> <li>a. P – pull the pin</li> <li>b. A – aim at the base of the fire</li> <li>c. S – squeeze the handle</li> <li>d. S – sweep back and forth at the base of the fire</li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the sequence of events to be taken if fire is discovered in a health care facility as evidenced by participation in classroom discussion.</p> <p>Discuss the sequence of events to be taken in the event of a disaster as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>6. know facility policy/procedure for a fire               <ul style="list-style-type: none"> <li>a. call for help immediately</li> <li>b. know location of fire evacuation plan</li> <li>c. remain calm and do not panic</li> <li>d. remove all persons in the immediate area of the fire (RACE)</li> <li>e. if a door is close, always check it for heat before opening it</li> <li>f. stay low in room when trying to escape fire to avoid the smoke</li> <li>g. use wet towels to block doorways to prevent smoke from entering a room</li> <li>h. use covering over face to reduce smoke inhalation</li> <li>i. if clothing is on fire...Stop...Drop...Roll</li> <li>j. never get into an elevator during a fire; use the stairs</li> </ul> </li> <li>D. Safety in a disaster               <ul style="list-style-type: none"> <li>1. definition                   <ul style="list-style-type: none"> <li>a. sudden unexpected event</li> <li>b. hurricane</li> <li>c. ice/snow storm</li> <li>d. flood</li> <li>e. tornado</li> <li>f. earthquake</li> <li>g. acts of terrorism</li> </ul> </li> <li>2. know where facility disaster policy/procedure manual is located</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the importance of the facility policy/procedure manual for fire and disaster, including its location as evidenced by finding the manual and locating the fire and disaster policies and the evacuation plan.</p> <p>Discuss the role of the nurse aide and oxygen use in a health care facility as evidenced by accurately role-playing in the skills lab.</p>	<ul style="list-style-type: none"> <li>3. know your responsibilities during a disaster               <ul style="list-style-type: none"> <li>a. listen carefully to directions</li> <li>b. follow instructions</li> <li>c. know location of all exits and stairways</li> <li>d. know where fire alarms and extinguishers are located</li> <li>e. client/resident safety comes first</li> <li>f. keep calm</li> </ul> </li> <li>4. know facility evacuation plan</li> <li>E. Safety precautions for oxygen use               <ul style="list-style-type: none"> <li>1. oxygen use                   <ul style="list-style-type: none"> <li>a. client/resident with difficulty breathing</li> <li>b. prescribed by health care provider</li> </ul> </li> <li>2. role of the nurse aide                   <ul style="list-style-type: none"> <li>a. observation only</li> <li>b. only licensed person (RN or LPN) can adjust the flow rate</li> </ul> </li> <li>3. special safety precautions                   <ul style="list-style-type: none"> <li>a. post “No Smoking” and “Oxygen in Use” signs in room and on the door to the room</li> <li>b. smoking is not permitted in the client’s/resident’s room or around oxygen equipment</li> <li>c. remove fire hazards from the room such as electrical equipment: razors, hair dryers, radios</li> <li>d. remove flammable liquids from client’s/resident’s room: nail polish remover, alcohol</li> <li>e. do not permit candles, lighters or matches around oxygen</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>equipment</p> <p>f. synthetic (man-made fibers), nylon and wool material should not be used around oxygen equipment because they create static electricity which can create a spark and start a fire</p> <p>g. check client's/resident's nose and behind their ears for irritation caused by oxygen tubing and report irritation to appropriate licensed nurse</p> <p>h. learn how to turn off oxygen equipment in case of a fire</p> <p>4. report any changes in the client's/resident's condition to the appropriate licensed nurse</p> <p>5. report any problems with the oxygen equipment immediately to the appropriate licensed nurse</p>			

## UNIT V – EMERGENCY MEASURES

(18VAC90-26-40.A.1.c)

(18VAC 90-26-40.A.2.f)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Identify the basic steps a nurse aide should take in any emergency situation.
2. Identify client/resident symptoms indicative of an emergency.
3. Demonstrate how a nurse aide responds to an unconscious client/resident.
4. Identify the signs/symptoms of various client/resident medical emergencies.
5. Demonstrate the appropriate nurse aide response to various client/resident medical emergencies
6. Demonstrate how to perform CPR on an adult client/resident (optional).

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify the basic steps a nurse aide should take in any emergency situation as evidenced by participation in classroom discussion.	<ul style="list-style-type: none"><li>I. Life-threatening Emergency Measures<ul style="list-style-type: none"><li>A. Emergency<ul style="list-style-type: none"><li>1. definition<ul style="list-style-type: none"><li>a. condition requiring immediate medical or surgical treatment to prevent the client from having a permanent disability or from dying</li></ul></li><li>2. basic steps for nurse aide in an emergency<ul style="list-style-type: none"><li>a. collect information from client or situation</li><li>b. call or send for help</li><li>c. use gloves and a breathing barrier</li><li>d. remain calm</li><li>e. know your limitations</li><li>f. assist medical personnel after help arrives</li></ul></li></ul></li></ul></li></ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate CPR, including the use of an AED, on an adult manikin as evidenced by Satisfactory grade on Skills Record (optional).</p>	<ul style="list-style-type: none"> <li>b. know client's DNR status</li> <li>c. know facility policy/procedure for activating the EMS or 911</li> <li>d. activate emergency medical system by calling for help or have someone call immediately</li> <li>e. initiate CPR (if facility policy permits) or first aid until EMS or medical personnel arrive</li> </ul> <p>4. responding to a client who is not breathing</p> <ul style="list-style-type: none"> <li>a. position on the floor</li> <li>b. shake to determine consciousness</li> <li>c. if unconscious, call for help</li> <li>d. open the airway with head-tilt chin lift</li> <li>e. look-listen-feel for 10 seconds to determine if client has signs of life</li> <li>f. if there are signs of life, provide rescue breaths</li> <li>g. if there are no signs of life begin CPR</li> </ul> <p>5. responding to client who has no pulse and is not breathing (if facility policy permits a Nurse Aide to perform CPR and client is not a DNR)</p> <ul style="list-style-type: none"> <li>a. follow the most current national guidelines for performing CPR</li> </ul> <p>II. Basic Emergency Measures</p> <p>A. Bleeding</p> <ul style="list-style-type: none"> <li>1. call nurse immediately</li> <li>2. put on gloves</li> <li>3. have client lie down</li> <li>4. apply pressure to source of bleeding</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss appropriate nurse aide actions for a client/resident who is bleeding as evidenced by participation in classroom discussion/role-play scenarios.</p> <p>Discuss appropriate nurse aide actions for a client/resident who is having a nose bleed as evidenced by participation in classroom discussion/role-play scenarios.</p> <p>Demonstrate appropriate nurse aide actions for a client/resident who has fainted as evidenced by participation in classroom discussion/role-play scenarios.</p>	<p>with a clean cloth</p> <ol style="list-style-type: none"> <li>5. elevate source of bleeding above level of the heart, if possible</li> <li>6. place another cloth on top of original cloth if the 1<sup>st</sup> one becomes saturated</li> <li>7. when help arrives, remove gloves, wash hands and document what occurred</li> </ol> <p>B. Nose bleed (Epistaxis)</p> <ol style="list-style-type: none"> <li>1. may be caused by dry air, medical condition, medications</li> <li>2. notify nurse immediately</li> <li>3. put on gloves</li> <li>4. have client tilt head slightly forward and squeeze bridge of the nose with your fingers</li> <li>5. apply pressure until bleeding stops</li> <li>6. apply ice pack or cool cloth to back of the neck, forehead or upper lip to help slow the bleeding</li> <li>7. stay with client until bleeding stops</li> <li>8. remove gloves and document what occurred</li> </ol> <p>C. Fainting (syncope)</p> <ol style="list-style-type: none"> <li>1. caused by decreased blood flow to the brain</li> <li>2. notify nurse immediately</li> <li>3. assist client to floor</li> <li>4. if client is in chair, have them place head between their knees</li> <li>5. elevate feet about 12 inches above level of the heart</li> <li>6. take VS</li> <li>7. loosen any tight clothing</li> <li>8. do not leave client unattended</li> <li>9. if client vomits, turn on side in</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss appropriate nurse aide actions for a client/resident who has vomited as evidenced by participation in classroom discussion/role-play scenarios.</p> <p>Discuss appropriate nurse aide actions for a client/resident who has been burned as evidenced by participation in classroom discussion/role-play scenarios.</p>	<p>recovery position</p> <ol style="list-style-type: none"> <li>10. after symptoms disappear have client remain lying down for 5 minutes</li> <li>11. slowly assist client to seated position</li> <li>12. document what occurred, the time and VS</li> </ol> <p>D. Vomiting (emesis)</p> <ol style="list-style-type: none"> <li>1. notify nurse immediately</li> <li>2. put on gloves</li> <li>3. use emesis basin, wash basin or trash can</li> <li>4. wipe client's mouth and nose</li> <li>5. be calm and reassuring to the client</li> <li>6. when client is finished offer water or mouthwash to rinse the mouth</li> <li>7. encourage client to brush teeth or provide oral care to dependent client</li> <li>8. provide client with clean clothes and/or clean linen as necessary</li> <li>9. flush vomit down the toilet after showing it to the nurse and wash the basin</li> <li>10. place soiled linen in proper containers</li> <li>11. remove gloves and wash hands</li> <li>12. document time, amount, color, odor and consistency of vomitus</li> </ol> <p>E. Burns (1<sup>st</sup>, 2<sup>nd</sup>, &amp; 3<sup>rd</sup> degree)</p> <ol style="list-style-type: none"> <li>1. notify nurse immediately – assist only as directed by licensed health professional (i.e.-nurse, N.P., physician, P.A.)</li> <li>2. put on gloves to protect client/resident and self</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the signs/symptoms of a heart attack as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss appropriate nurse aide actions for a client/resident who has signs/symptom of a heart attack as evidenced by participation in classroom discussion/role-play scenarios.</p>	<ol style="list-style-type: none"> <li>3. lightly cover with dry, sterile gauze, if directed</li> <li>4. never apply butter, oil, or ointment, water or any other solution to a burn</li> <li>5. have client lie down and wait for EMS to arrive</li> <li>6. stay with client until help arrives</li> <li>7. remove gloves, wash hands and document what occurred per facility policy</li> </ol> <p>F. Heart attack - myocardial infarction (MI)</p> <ol style="list-style-type: none"> <li>1. Signs - (may differ in males and females) <ol style="list-style-type: none"> <li>a. c/o "heaviness" or pain in the chest</li> <li>b. female may feel tight discomfort described as a full feeling across entire chest</li> <li>c. c/o pain radiating down left arm (either male or female)</li> <li>d. c/o sharp upper body pain (female)</li> <li>e. difficulty breathing or SOB</li> <li>f. sweating – may be mistaken for hot flash in females</li> <li>g. skin looks pale or bluish</li> <li>h. complaint of nausea or indigestion</li> <li>i. stomach cramps (female)</li> <li>j. jaw pain (female)</li> </ol> </li> </ol> <p>G. Heart attack - actions</p> <ol style="list-style-type: none"> <li>1. have client lie down</li> <li>2. notify nurse immediately</li> <li>3. this is medical emergency</li> <li>4. elevate client's head to help him/her breathe better</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss appropriate nurse aide actions for a client/resident who is having a seizure as evidenced by participation in classroom discussion/role-play scenarios.</p> <p>Explain the signs/symptoms of a stroke as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss appropriate nurse aide actions for a client/resident who is having a stroke as evidenced by participation in classroom discussion/role-play scenarios.</p>	<ol style="list-style-type: none"> <li>5. initiate CPR if necessary</li> <li>6. stay with client until help arrives</li> <li>7. document what occurred and the time per facility policy</li> </ol> <p>H. Seizure</p> <ol style="list-style-type: none"> <li>1. Clear the immediate area of objects that may cause harm</li> <li>2. Assist client/resident to the floor</li> <li>3. Notify nurse immediately</li> <li>4. protect the head, but allow remainder of body to move</li> <li>5. note time seizure began</li> <li>6. do not try to put anything in client's mouth</li> <li>7. after seizure, turn client on side in recovery position</li> <li>8. document time seizure began, what occurred per facility policy</li> </ol> <p>I. Signs of a cerebral vascular accident (CVA) such as stroke; remember to act FAST and report to nursing supervisor or appropriate licensed staff immediately</p> <ol style="list-style-type: none"> <li>1. change in level of consciousness</li> <li>2. complaint of severe headache</li> <li>3. drooping on one side of the face</li> <li>4. weakness on one side of the body</li> <li>5. sudden on-set of slurred speech</li> </ol> <p>J. Stroke - actions</p> <ol style="list-style-type: none"> <li>1. notify nurse immediately</li> <li>2. this is medical emergency</li> <li>3. have client lie down</li> <li>4. note time of on-set of symptoms</li> <li>5. stay with client until EMS arrives</li> <li>6. document time of on-set of symptoms and what occurred</li> <li>7. Observe and Report - FACE</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss definition of and causes of shock as evidenced by minimum grade of 80% on unit test.</p> <p>Identify the signs/symptoms of shock as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss appropriate nurse aide actions for a client/resident who is in shock as evidenced by participation in classroom discussion/role-play scenarios.</p>	<ul style="list-style-type: none"> <li>a. FACE: Does one side of the face droop?</li> <li>b. ARMS: Does one arm drift downward when both arms are raised?</li> <li>c. SPEECH: Is speech slurred or strange?</li> <li>d. TIME: If you observe any of these signs, report to appropriate staff member immediately. This is a medical emergency; follow facility policy for activating 9-1-1</li> </ul> <p>K. Shock</p> <ul style="list-style-type: none"> <li>1. definition <ul style="list-style-type: none"> <li>a. lack of adequate blood supply to body organs</li> <li>b. medical emergency</li> </ul> </li> <li>2. causes <ul style="list-style-type: none"> <li>a. bleeding</li> <li>b. heart attack</li> <li>c. severe infection</li> <li>d. low blood pressure</li> <li>e. exposure to environmental changes</li> </ul> </li> <li>3. signs/symptoms <ul style="list-style-type: none"> <li>a. pale or bluish skin</li> <li>b. staring</li> <li>c. increased pulse and respirations</li> <li>d. decreased blood pressure</li> <li>e. extreme thirst</li> </ul> </li> <li>4. care of client experiencing shock <ul style="list-style-type: none"> <li>a. notify nurse immediately</li> <li>b. have client lie down</li> <li>c. control any bleeding that you can see</li> <li>d. check VS</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the signs/symptoms of hypoglycemia as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss appropriate nurse aide actions for a client/resident who is hypoglycemic as evidenced by participation in classroom discussion/role-play scenarios.</p>	<ul style="list-style-type: none"> <li>e. if no respirations or pulse begin CPR</li> <li>f. cover client with blanket to maintain temperature</li> <li>g. elevate feet about 12 inches</li> <li>h. do not give client anything to eat or drink</li> <li>i. remain with client until EMS arrives</li> <li>j. document what occurred</li> </ul> <p>L. Diabetic reactions</p> <ul style="list-style-type: none"> <li>1. <u>mnemonic</u> - hot and dry, sugar high; cold and clammy, need some candy</li> <li>2. low blood sugar (hypoglycemia)               <ul style="list-style-type: none"> <li>1. signs/symptoms                   <ul style="list-style-type: none"> <li>i. nervous</li> <li>ii. dizzy</li> <li>iii. hungry</li> <li>iv. headache</li> <li>v. rapid pulse</li> <li>vi. disoriented</li> <li>vii. cool, clammy skin</li> <li>viii. unconscious</li> </ul> </li> <li>b. care of client with low blood sugar                   <ul style="list-style-type: none"> <li>i. notify the nurse immediately</li> <li>ii. if conscious, give glass of orange juice or something to eat that has sugar or complex carbohydrates</li> <li>iii. know facility policy for low blood sugar</li> <li>iv. stay with client until feels better</li> <li>v. document what symptoms you saw, when they occurred</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the signs/symptoms of hyperglycemia as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss appropriate nurse aide actions for a client/resident who is hyperglycemic as evidenced by participation in classroom discussion/role-play scenarios.</p>	<p>and what you did</p> <ol style="list-style-type: none"> <li>3. high blood sugar (hyperglycemia)               <ol style="list-style-type: none"> <li>a. signs/symptoms                   <ol style="list-style-type: none"> <li>i. increased thirst</li> <li>ii. increased urination</li> <li>iii. increased hunger</li> <li>iv. flushed, dry skin</li> <li>v. drowsy</li> <li>vi. nausea, vomiting</li> <li>vii. unconscious</li> </ol> </li> <li>b. care of client with high blood sugar                   <ol style="list-style-type: none"> <li>i. notify nurse immediately</li> <li>ii. follow nurse's instructions</li> <li>iii. document what symptoms you saw, when they occurred and what you did</li> </ol> </li> </ol> </li> </ol>			

## UNIT VI – CLIENT RIGHTS

(18VAC90-26-40.A.1.d)

(18VAC 90-26-40.A.1.e)

(18VAC 90-26-40.A.4.b)

(18VAC 90-26-40.A.4.h)

(18VAC 90-26-40.A.7.a,b,c,d,e,f)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Identify the basic rights of all clients.
2. Identify specific rights of clients in long-term care facilities.
3. Explain how HIPAA affects practice of the nurse aide.
4. Demonstrate actions of the nurse aide that promote client rights in long-term care facilities.
6. Discuss strategies to provide privacy and maintain confidentiality.
7. Define mistreatment including, abuse, neglect, and exploitation including misappropriation of client's/resident's property.
8. Recognize indicators of abuse, neglect, and exploitation including misappropriation of client's/resident's property.
9. Identify actions the nurse aide can take to avoid accusations of mistreatment including adult abuse, neglect and/or exploitation and misappropriation of client's/resident's property.
10. Describe the consequences of a report of mistreatment, including adult abuse, neglect or exploitation against a nurse aide.
11. Describe strategies the nurse aide can use to promote client independence.
12. Explain how the nurse aide can modify care of the client to promote culturally sensitive care.
13. Identify developmental tasks for each age group.
14. Discuss how the changes of late adulthood effect the psychosocial and physical care of the client in long-term care.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify the four (4) basic rights of all clients as evidenced by a minimum grade of 80% of the unit test.	I. Basic Rights of All Clients <ol style="list-style-type: none"><li>A. Right to be treated fairly and with respect</li><li>B. Right to live in dignity</li><li>C. Right to be free from fear</li><li>D. Right to pursue a meaningful life</li></ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain client rights identified in the Omnibus Budget Reconciliation Act (OBRA) and the Health Insurance Portability and Accountability Act (HIPAA) as evidenced by participation in classroom discussion.</p>	<p>II. Rights of Clients of Long-term Care Facilities</p> <ul style="list-style-type: none"> <li>A. Part of Omnibus Budget Reconciliation Act (OBRA)</li> <li>B. Client has right to:               <ul style="list-style-type: none"> <li>1. make decisions regarding care</li> <li>2. privacy</li> <li>3. be free from physical or psychological abuse, including improper use of restraints</li> <li>4. receive visitors and to share room with a spouse if both partners are residents in the same facility</li> <li>5. use personal possessions</li> <li>6. control own finances</li> <li>7. confidentiality of his/her personal and clinical records</li> <li>8. information about eligibility for Medicare or Medicaid funds</li> <li>9. information about facility's compliance with regulations, planned changes in living arrangement and available services</li> <li>10. voice grievances without discrimination or reprisal</li> <li>11. examine results of recent survey</li> <li>12. exercise his/her rights as a citizen or resident of the U.S.</li> <li>13. remain in facility unless transfer or discharge is required by change in client's/resident's health, ability to pay, or the facility closes</li> <li>14. organize and participate in groups organized by other residents or families of residents including social, religious and community activities</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify nurse aide actions that maintain client privacy and confidentiality as evidenced by participation in classroom discussion.	<p>15. choose to work at the facility either as a volunteer or a paid employee, but cannot be obligated to work</p> <p>C. HIPAA (Health Insurance Portability and Accountability Act)</p> <ol style="list-style-type: none"> <li>1. Federal law since 1996 (Privacy Rule 2000 &amp; Security Rule 2003, Enforcement)</li> <li>2. identifies protected health information that must remain confidential</li> <li>3. only those who must have information for care or to process records can have access to this information</li> <li>4. nurse aide must never share protected health information with anyone not directly involved in care of client/resident (including family members or other clients/residents)</li> <li>5. do not give information over the telephone unless you know you are speaking with an approved staff member</li> <li>6. do not share client information on any social media, including photos, videos, texts, and emails</li> <li>7. do not discuss client/resident in public area</li> <li>8. set standards for use of individually identifiable health information use, and electronic records</li> <li>9. set standards for reporting violations</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify nurse aide actions that promote the client's right to make personal choices to accommodate their individual needs as evidenced by participation in classroom discussion.</p>	<p>D. Actions of the nurse aide to promote client rights</p> <ol style="list-style-type: none"> <li>1. right to privacy and confidentiality               <ol style="list-style-type: none"> <li>a. pull curtain or close door when providing personal care</li> <li>b. cover lap of client sitting in chair/wheelchair</li> <li>c. allow client to use bathroom in private</li> <li>d. allow alone-time with family and visitors</li> <li>e. allow client to have personal alone-time</li> <li>f. only discuss client/resident information with other health care team members when there is a need to know. Do not share information with unauthorized family members or with other clients/residents</li> <li>g. do not share client information on any form of social media, including photos, videos, texts and emails</li> </ol> </li> <li>2. right to make personal choices to accommodate individual needs               <ol style="list-style-type: none"> <li>a. client has right to make choices about their care                   <ol style="list-style-type: none"> <li>i. may choose own physician</li> <li>ii. participate in planning their therapies, treatments and medications</li> </ol> </li> </ol> </li> <li>3. right to refuse care, medication               <ol style="list-style-type: none"> <li>a. encourage client to make choices during personal care                   <ol style="list-style-type: none"> <li>i. when to bathe/shower</li> <li>ii. what to wear</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify nurse aide actions that assist the client with their right to receive assistance resolving grievances and disputes as evidenced by participation in classroom scenarios.</p>	<ul style="list-style-type: none"> <li>iii. how to style hair</li> <li>b. encourage client to make choices at mealtime               <ul style="list-style-type: none"> <li>i. filling out menu</li> <li>ii. order in which food is eaten</li> <li>iii. what fluids offered</li> </ul> </li> <li>c. encourage client to choose activities and schedules</li> <li>d. honor client choices regarding when to get up and when to go to bed</li> <li>e. permit client enough time to make choices</li> <li>f. make offering client choices a habit of providing care</li> <li>g. offer input to Interdisciplinary Care Team regarding client choices</li> <li>h. freedom of sexual expression/gender identity</li> <li>4. assistance resolving grievances and disputes               <ul style="list-style-type: none"> <li>a. listen to client</li> <li>b. obtain all the facts</li> <li>c. report facts to charge nurse</li> <li>d. follow up with the client</li> <li>e. avoid involvement in family matters</li> <li>f. do not take sides</li> <li>g. do not give confidential information to family members</li> <li>h. report disagreements to charge nurse</li> <li>i. remember the nurse aide is the client advocate</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the role of the ombudsman in a long-term care facility as evidenced by participation in classroom scenarios.</p> <p>Identify nurse aide actions that provide the client with assistance necessary to participate in client and family groups and other activities as evidenced by accurate participation in classroom scenarios.</p>	<ul style="list-style-type: none"> <li>j. involve the ombudsman of the facility               <ul style="list-style-type: none"> <li>i. legal problem solver on behalf of client</li> <li>ii. listens to client and decides what action to take</li> <li>iii. telephone number is listed in the facility</li> </ul> </li> <li>k. client may not be punished or fear retaliation for voicing concerns or complaints</li> <li>5. provide assistance necessary to participate in client and family groups and other activities               <ul style="list-style-type: none"> <li>a. provide client with calendar of daily activities</li> <li>b. allow time to make choices</li> <li>c. be flexible with client schedule to permit participation in activities</li> <li>d. encourage client to participate in activities</li> <li>e. encourage family to visit</li> <li>f. procure appropriate assistive devices to be able to attend activities                   <ul style="list-style-type: none"> <li>i. wheelchair</li> <li>ii. walker</li> <li>iii. cane</li> </ul> </li> <li>g. assist client to dress appropriately to attend activities                   <ul style="list-style-type: none"> <li>i. glasses</li> <li>ii. hearing aid</li> <li>iii. attractive, clean, appropriate clothing</li> <li>iv. hair care and grooming</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify nurse aide actions that maintain the care and security of the client's personal possessions as evidenced by participation in classroom scenarios.</p>	<ul style="list-style-type: none"> <li>h. assist client to toilet before attending activities</li> <li>i. provide means to attend activities in facility               <ul style="list-style-type: none"> <li>i. escort or take client to activities in facility</li> <li>ii. return client to room after activities in facility</li> </ul> </li> <li>j. families have right to meet with other families to discuss concerns, suggestions and plan activities</li> <li>6. maintaining care and security of client's personal possessions               <ul style="list-style-type: none"> <li>a. mark all clothing with name and room number</li> <li>b. encourage family to take valuable items and money home</li> <li>c. if client wants to keep valuables, encourage use of lock box or facility safe</li> <li>d. honor privacy of client regarding their possessions</li> <li>e. assist client to keep personal possessions neat and clean</li> <li>f. permit client right to decide where personal items are kept, if possible</li> <li>g. be careful when working around client personal items</li> <li>h. complaint of stolen, lost or damaged property must immediately be reported and investigated</li> <li>i. avoid placing client personal possessions in areas where nursing care is performed</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>7. promoting client's (vulnerable adults) right to be free from mistreatment, including abuse, neglect, exploitation including misappropriation of client/resident property and the need to report any instances of such treatment to appropriate staff and/or Adult Protective Services (APS)</p> <p>a. vulnerable adults (clients/residents) have the right (APS philosophy) to:</p> <ul style="list-style-type: none"> <li>i. to be treated with dignity</li> <li>ii. refuse assistance if they are capable of making decisions</li> <li>iii. make their own choices regarding how and where they live</li> <li>iv. privacy</li> </ul> <p>b. vulnerable adults are persons 18 years of age or older who are incapacitated, or persons 60 years of age or older</p> <p>c. mandatory reporting of suspicion of willful infliction of injury, unreasonable confinement, intimidation or punishment resulting in physical harm or mental anguish – Elder Justice Act</p> <p>d. mandatory reporters include, but are not limited to:</p> <ul style="list-style-type: none"> <li>i. any person licensed, certified or registered, by health regulatory boards (except veterinarians), any mental health service provider, any</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Define the types of adult abuse recognized in Virginia as evidenced by minimum grade of 80% on unit test.</p>	<p>person employed by or contracted with a facility working with adults in an administrative, supportive, or direct care capacity, any law enforcement officer</p> <p>e. reports should be made immediately to the local Department of Social Services or toll-free 24-hour APS hotline 1-888-832-3858. As a caregiver, you are uniquely suited to observe mistreatment.</p> <p>i. if there is harm/injury, reporting must be immediate</p> <p>ii. if there is harm/injury local law enforcement must be notified</p> <p>8. define abuse</p> <p>a. abuse – the intentional infliction of physical pain or injury</p> <p>i. also includes mental anguish and extends to unreasonable confinement – physical or chemical restraints, isolation, or other means of confinement without medical orders, when such confinement is used for purposes other than providing safety and well-being of client/resident or those around the individual</p> <p>b. mental (psychological) anguish indicated by a state of emotional pain or distress resulting from activity (verbal or behavioral) or</p>	<p>Find your local APS at <a href="http://www.dss.virginia.gov/localagency/index.cgi">http://www.dss.virginia.gov/localagency/index.cgi</a></p>		

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Recognize the indicators of sexual abuse of older or incapacitated adult as evidenced by minimum grade of 80% on unit test.</p> <p>Recognize the indicators of physical abuse of older or incapacitated adult as evidenced by minimum grade of 80% on unit test.</p> <p>Recognize the indicators of unreasonable confinement of older or incapacitated adult as evidenced by minimum grade of 80% on unit test.</p>	<p>a perpetrator. The intent of the activity is to threaten or intimidate, to cause sorrow, or fear, to humiliate, change behavior or ridicule. Evidence must show that the mental anguish was caused by the perpetrator's activity</p> <p>c. sexual abuse – unwanted sexual activity including, but not limited to, an act committed with the intent to sexually molest, arouse, or gratify another person against that person's will, that occurs by force, threat, intimidation, or advantage</p> <p>d. indicators of physical abuse</p> <ol style="list-style-type: none"> <li>multiple and/or severe bruises, burns, and welts</li> <li>unexplained injuries</li> <li>a mix of old and new bruises (may indicate abuse over time)</li> <li>signs of broken bones and fractures (may complain of pain or weakness)</li> </ol> <p>e. indicators of unreasonable confinement</p> <ol style="list-style-type: none"> <li>restraints used on chairs or bed</li> <li>an adult who is placed or locked in a room</li> <li>social isolation</li> <li>pressure sores from prolonged stays in a restrained position</li> </ol> <p>f. indicators of mental or psychological abuse</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the definition of neglect of vulnerable or incapacitated adults (clients/residents) as evidenced by minimum grade of 80% on unit test.</p> <p>Recognize the indicators of neglect of older or incapacitated adult as evidenced by minimum grade of 80% on unit test.</p> <p>Discuss the definition of exploitation of incapacitated adults (clients/residents) as evidenced by minimum grade of 80% on unit test.</p>	<ul style="list-style-type: none"> <li>i. verbal assaults, threats, or intimidation by a caregiver</li> <li>ii. the client/resident demonstrates fear of the caregiver</li> <li>iii. the caregiver doesn't allow anyone to visit with the adult alone</li> <li>iv. adult is withdrawn/doesn't communicate in the presence of the caregiver</li> </ul> <p>9. define neglect</p> <ul style="list-style-type: none"> <li>a. any condition that threatens the client's/resident's physical and mental health and well-being. Neglect can include medical neglect in the form of a caregiver withholding medications or aids such as hearing aids, glasses, walkers, or failure to obtain needed medical treatment.</li> <li>b. indicators of neglect               <ul style="list-style-type: none"> <li>i. untreated medical or mental health problems</li> <li>ii. medication not taken or administered as prescribed</li> <li>iii. dehydration and malnourishment, including not providing adults with necessary special dietary needs</li> </ul> </li> </ul> <p>10. define exploitation</p> <ul style="list-style-type: none"> <li>a. the illegal use of an adult's resources for profit or advantage. Typically relates to financial exploitation and includes misuse or theft of</li> </ul>			





OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify actions of the nurse aide that constitute client/resident mistreatment including adult abuse, neglect and/or exploitation as evidenced by accurate participation in classroom discussion.</p>	<p>brakes on the wheelchair)</p> <ol style="list-style-type: none"> <li>12. actions of the nurse aide that constitute abuse               <ol style="list-style-type: none"> <li>a. yelling at client</li> <li>b. directing obscenities toward client</li> <li>c. threatening client with physical injury</li> <li>d. false imprisonment</li> <li>e. withdrawal of food or fluids</li> <li>f. withdrawal of physical assistance</li> <li>g. hitting</li> <li>h. shaking</li> <li>i. biting</li> <li>j. forced isolation</li> <li>k. teasing in a cruel manner</li> <li>l. inappropriate sexual comments or acts</li> </ol> </li> <li>13. actions of the nurse aide that constitute neglect               <ol style="list-style-type: none"> <li>a. inadequate personal care</li> <li>b. inadequate nutrition</li> <li>c. inadequate hydration</li> <li>d. failure to turn and reposition a bed ridden client/resident</li> <li>e. living areas not kept neat and clean</li> </ol> </li> <li>14. actions of the nurse aide that constitute exploitation               <ol style="list-style-type: none"> <li>a. taking client/resident possessions</li> <li>b. forcing client to perform activities in exchange for care</li> <li>c. asking for or borrowing money from a client/resident</li> <li>d. forging client/resident's</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify signs and symptoms that indicate client abuse, neglect or exploitation as evidenced by accurately participating in classroom discussion.</p> <p>Describe the nurse aide's role as a mandated reporter as evidenced by a minimum grade of 80% on unit test.</p>	<p>signature for personal gain  e. unauthorized receipt of gifts or gratuities  f. accepting money beyond normal compensation</p> <p>15. signs and symptoms that client has been abused, neglected or exploited  a. unexplained bruising  b. unexplained broken bones  c. bruising/broken bones that occur repeatedly  d. burns shaped like the end of a cigarette  e. bite or scratch marks  f. unexplained weight loss  g. signs of dehydration such as extremely dry and cracked skin or mucous membranes  h. missing hair  i. broken or missing teeth  j. blood in underwear  k. bruising in the genital area  l. unclean body and/or clothes  m. strong smell of urine  n. poor grooming and hygiene  o. depression or withdrawal  p. mood swings  q. fear or anxiety when a particular caregiver is present  r. fear of being left alone</p> <p>16. nurse aide is a mandated reporter  a. definition  i. required by law to report suspected or observed abuse or neglect or exploitation</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the consequences of a report of abuse, or neglect against a nurse aide as evidenced by a minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>ii. immediately report suspected or observed adult abuse or neglect to appropriate supervisor and/or Adult Protective Services</li> <li>b. civil penalty may be imposed for failure to report</li> <li>c. immunity from criminal or civil liability for making a report in good faith</li> <li>d. protection from employer retaliation from reporting. Employers cannot prevent an employee from reporting directly to APS.</li> <li>e. know your facility policy/procedure for reporting suspected or observed abuse, neglect, and/or exploitation</li> <li>f. if the perpetrator is registered, certified or licensed by the Virginia Board of Nursing an investigation will be initiated</li> <li>g. 18VAC90-25-100(2)(e) Virginia Board of Nursing Regulations Governing Nurse Aides identifies disciplinary provisions for nurse aides (abuse, neglect, and abandoning clients/residents)</li> <li>h. 18VAC90-25-100(2)(h) Virginia Board of Nursing Regulations Governing Nurse Aides identifies disciplinary provisions for nurse aides (obtaining money or property of a client/resident by fraud,</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain how the nurse aide can help the client meet their basic needs described by Maslow as evidenced by participating in classroom discussion.</p>	<p style="padding-left: 40px;">misrepresentation or duress) i. 18VAC90-25-81 identifies actions nurse aide may take to remove a finding of neglect from certification based on a single occurrence</p> <p>III. Holistic Needs of Clients in Long-term Care Facilities</p> <p>A. Maslow's Hierarchy of Needs</p> <ol style="list-style-type: none"> <li>1. physical needs               <ol style="list-style-type: none"> <li>a. oxygen</li> <li>b. water</li> <li>c. food</li> <li>d. elimination</li> <li>e. rest</li> <li>f. nurse aide helps client meet these needs by encouraging eating, drinking and adequate rest and assisting with toileting, if necessary</li> </ol> </li> <li>2. safety and security               <ol style="list-style-type: none"> <li>a. shelter</li> <li>b. clothing</li> <li>c. protection from harm</li> <li>d. stability</li> <li>e. nurse aide helps client meet these needs by listening, being compassionate and caring</li> </ol> </li> <li>3. need for love               <ol style="list-style-type: none"> <li>a. feeling loved</li> <li>b. feeling accepted</li> <li>c. feeling of belonging</li> <li>d. nurse aide helps client meet these needs by welcoming client to facility, encourage interaction with other clients</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>4. need for self-esteem               <ul style="list-style-type: none"> <li>a. achievement</li> <li>b. belief in one's own worth and value</li> <li>c. nurse aide helps client meet these needs by encourage client independence, praise, success, promote dignity</li> </ul> </li> <li>5. need for self-actualization               <ul style="list-style-type: none"> <li>a. need to learn</li> <li>b. need to create</li> <li>c. need to realize one's own potential</li> <li>d. nurse aide helps client meet these needs by accepting client's wishes regarding their activities</li> </ul> </li> <li>6. each level of need must be accomplished before person can move on to the next level</li> <li>B. Promote client/resident independence               <ul style="list-style-type: none"> <li>1. person-centered care                   <ul style="list-style-type: none"> <li>a. values each unique person</li> <li>b. respects personal preferences</li> <li>c. encourages client/resident to direct his/her care</li> <li>d. encourages meaningful engagement</li> <li>e. helps client/resident feel at home</li> <li>f. encourages friendships and relationships</li> </ul> </li> <li>2. individualized person-centered multidisciplinary care plan                   <ul style="list-style-type: none"> <li>a. written by nurses and other members of the team</li> <li>b. based on MDS (Minimum Data Set) and other important client/resident data</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe cultural sensitivity awareness, ethnic cultures, and national cultures as evidenced by participation in classroom discussion.</p> <p>Recognize cultural differences as it relates to clients/residents, and their family members as evidenced by participation in classroom discussion.</p>	<p>learned beliefs, values, behaviors, and attitudes groups possess</p> <ol style="list-style-type: none"> <li>i. gender</li> <li>ii. faith</li> <li>iii. sexual orientation</li> <li>iv. socioeconomic status</li> <li>v. race</li> <li>vi. ethnicity</li> </ol> <ol style="list-style-type: none"> <li>2. cultural sensitivity awareness – the knowledge and interpersonal skills that allow you to understand, appreciate, and embrace individuals from cultures and ethnicity other than your own</li> <li>3. ethnic cultures in the United States               <ol style="list-style-type: none"> <li>a. numerous ethnic cultures</li> <li>b. some ethnic groups may live in the same area</li> <li>c. value and respect each unique person</li> <li>d. learn to embrace cultural differences</li> </ol> </li> <li>4. national cultures - various cultures from different parts of the world               <ol style="list-style-type: none"> <li>a. ethnicity is usually by country of origin</li> </ol> </li> <li>5. cultural differences that impact nursing care               <ol style="list-style-type: none"> <li>a. religious differences – respect client’s/resident’s beliefs</li> <li>b. ethnicity – you will encounter people from different backgrounds</li> <li>c. language barrier – provide available interpreter services per facility policy</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify strategies to provide culturally sensitive care as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>d. cultural and religious diets – residents may not eat foods that are unfamiliar; family may bring traditional meals; know cultural diet restrictions</li> <li>e. spatial distance – some cultures are uncomfortable when you are in their personal space</li> <li>f. interaction of genders – approach client/resident according to his/her preferred gender identification</li> <li>g. generational interaction – each generation has its own set of values, beliefs, and life experiences; take time to learn from others</li> <li>h. fear of the unknown or what is different</li> <li>i. death and dying</li> <li>j. post mortem care</li> <li>6. strategies to provide culturally sensitive care               <ul style="list-style-type: none"> <li>a. always respect client/resident</li> <li>b. honor client/family requests to follow cultural guidelines</li> <li>c. provide client/family privacy</li> <li>d. ask client/family if they have specific ways of celebrating holidays</li> <li>e. ask if client has special dietary guidelines to follow</li> <li>f. respect differences in cultural values</li> <li>g. self-awareness of your own culture</li> <li>h. do not stereotype – do not</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify developmental tasks for each age group described by Erikson as evidenced by a minimum grade of 80% on the unit test.</p>	<p>assume because a client/resident is from a certain culture that he/she will behave in a certain way</p> <ul style="list-style-type: none"> <li>i. do not engage in gossip about clients/residents because of gender preferences or any differences</li> </ul> <p>D. Stages of human growth and development</p> <ul style="list-style-type: none"> <li>1. Eric Erikson's Development Tasks <ul style="list-style-type: none"> <li>a. birth to 1 year <ul style="list-style-type: none"> <li>i. receives care and develops trust</li> <li>ii. sense of security</li> </ul> </li> <li>b. toddler (1-3 years) <ul style="list-style-type: none"> <li>i. learns self-control (bowel and bladder control) and develops autonomy (self-identity)</li> </ul> </li> <li>c. preschool (3-6 years) <ul style="list-style-type: none"> <li>i. explores the world</li> <li>ii. develops initiative, ambition</li> </ul> </li> <li>d. school age (6–9 years) <ul style="list-style-type: none"> <li>i. gains skills, learns to get along with others</li> <li>ii. develops industry (work)</li> </ul> </li> <li>e. late childhood (9-12 years) <ul style="list-style-type: none"> <li>i. gains confidence</li> <li>ii. develops moral behavior</li> </ul> </li> <li>f. teenage or adolescence (13-18) <ul style="list-style-type: none"> <li>i. changes in the body</li> <li>ii. develops identity (individuality and sexuality)</li> </ul> </li> <li>g. young adult (18-40) <ul style="list-style-type: none"> <li>i. starts family</li> <li>ii. develops close relationships and intimacy</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>List psychosocial changes occurring in late adulthood as evidenced by a minimum grade of 80% on the unit test.</p> <p>Discuss how the changes of late adulthood affect the psychosocial and physical care of the client in long-term care as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>h. middle adulthood (40-65)               <ul style="list-style-type: none"> <li>i. pursues career</li> <li>ii. physical changes</li> <li>iii. develops generatively (productivity)</li> </ul> </li> <li>i. late adulthood (65 and older)               <ul style="list-style-type: none"> <li>i. reviews own life</li> <li>ii. resolves remaining life conflicts</li> <li>iii. accepts own mortality without despair or fear</li> <li>iv. represents major change of focus from previous life tasks</li> </ul> </li> </ul> <p>E. Psychosocial changes in late adulthood</p> <ul style="list-style-type: none"> <li>1. self-esteem threatened by physical changes               <ul style="list-style-type: none"> <li>a. graying hair or loss of hair</li> <li>b. wrinkles</li> <li>c. slow movement</li> <li>d. weight</li> <li>e. loss of sex drive and/or decreased libido</li> </ul> </li> <li>2. autonomy threatened by               <ul style="list-style-type: none"> <li>a. change in income</li> <li>b. decreased ability to care for self</li> </ul> </li> <li>3. relationships and intimacy are threatened by               <ul style="list-style-type: none"> <li>a. death of spouse</li> <li>b. death of family and friends</li> </ul> </li> <li>4. coping with aging depends on               <ul style="list-style-type: none"> <li>a. health status</li> <li>b. life experiences</li> <li>c. finances</li> <li>d. education</li> </ul> </li> </ul>			

## UNIT VII – BASIC SKILLS

(18VAC90-26-40.A.2.a)

(18VAC 90-26-40.A.2.b)

(18VAC90-26-40.A.2.c)

(18VAC90-26-40.A.2.d)

(18VAC90-26-40.A.2.e)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Explain the beginning and ending steps for the nurse aide when providing care to a client.
2. Recognize changes in body functioning and the importance of reporting these to the appropriate licensed nurse.
3. Describe how the nurse aide should care for the client's room and his environment in the long-term care facility.
4. Demonstrate how to correctly make an occupied and an unoccupied bed, including disposal of linen.
5. Demonstrate how to accurately measure, record and report vital signs, height and weight.
6. Demonstrate various methods to identify and report client pain.
7. Demonstrate accurate measurement, recording and reporting fluid intake and output.
8. Demonstrate accurate measurement and recording of food intake.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Explain the beginning and ending steps for the nurse aide when providing care to the client as evidenced by Satisfactory rating on the Skills Record.	<ul style="list-style-type: none"><li>I. How to Begin and End Client Care<ul style="list-style-type: none"><li>A. Beginning steps<ul style="list-style-type: none"><li>1. before entering client's room, knock on the door<ul style="list-style-type: none"><li>a. client's room is his home</li></ul></li><li>2. identify yourself<ul style="list-style-type: none"><li>a. client has right to know who is going to be caring for them</li></ul></li><li>3. identify client<ul style="list-style-type: none"><li>a. shows respect</li><li>b. use client's name, not "honey," "sugar," "Bubba"</li><li>c. assures you have the correct client</li></ul></li><li>4. wash your hands<ul style="list-style-type: none"><li>a. Standard Precautions</li></ul></li></ul></li></ul></li></ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>b. prevent spread of infections</li> <li>5. explain what you are going to do               <ul style="list-style-type: none"> <li>a. speak clearly, slowly and directly to the client</li> <li>b. client has right to know what to expect</li> <li>c. encourages client independence and cooperation</li> </ul> </li> <li>6. provide for privacy               <ul style="list-style-type: none"> <li>a. client has right to privacy</li> <li>b. promotes client dignity</li> <li>c. pull privacy curtain or close the door</li> </ul> </li> <li>7. use good body mechanics               <ul style="list-style-type: none"> <li>a. raise bed to waist height</li> <li>b. lock wheels on the bed</li> <li>c. if using a wheelchair, lock the wheels</li> <li>d. only use side rails if specifically ordered</li> </ul> </li> <li>B. Ending steps               <ul style="list-style-type: none"> <li>1. ensure client is comfortable                   <ul style="list-style-type: none"> <li>a. sheets are wrinkle-free and crumb-free</li> <li>b. helps to prevent pressure sores</li> <li>c. replace pillows and blankets</li> <li>d. client's body should be in good alignment</li> </ul> </li> <li>2. put bed in low position                   <ul style="list-style-type: none"> <li>a. promotes client safety</li> </ul> </li> <li>3. if side rails were used as part of the procedure, return them to the position ordered for the client</li> <li>4. remove privacy measures                   <ul style="list-style-type: none"> <li>a. open privacy curtain</li> <li>b. open door</li> <li>c. bath blanket</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify changes in mental status that the nurse aide might observe as evidenced by participation in classroom discussion.</p> <p>Identify changes in physical appearance that the nurse aide might observe as evidenced by participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>5. place call bell within reach of client               <ol style="list-style-type: none"> <li>a. permits client to communicate with staff as needed</li> </ol> </li> <li>6. announce to client/resident when you are leaving the room</li> <li>7. wash your hands before leaving client room               <ol style="list-style-type: none"> <li>a. prevents spread of micro-organisms</li> <li>b. Standard Precautions</li> </ol> </li> <li>8. report any changes to licensed nurse               <ol style="list-style-type: none"> <li>a. physical or mental changes observed while providing care</li> </ol> </li> </ol> <p>II. Recognizing Changes in Body Functioning and the Importance of Reporting these Changes to the Appropriate Licensed Nurse</p> <p>A. Changes in mental status</p> <ol style="list-style-type: none"> <li>1. confusion</li> <li>2. combativeness</li> <li>3. agitation</li> <li>4. restlessness</li> <li>5. extreme or unusual verbalization</li> <li>6. expression of fear</li> <li>7. complaints of hallucinations</li> <li>8. being very quiet or withdrawn</li> <li>9. report changes to appropriate licensed nurse</li> </ol> <p>B. Change in physical appearance</p> <ol style="list-style-type: none"> <li>1. swelling/edema (i.e. hands, or feet, face, abdomen, or any body part)</li> <li>2. pallor, pale skin, yellow skin</li> <li>3. blue lips, hands or feet</li> <li>4. an expression of pain</li> <li>5. change in a mole or wart</li> <li>6. any change in bowel or bladder</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify changes in appetite that the nurse aide might observe as evidenced by classroom discussion.</p> <p>Identify signs of infection that the nurse aide might observe as evidenced by classroom discussion.</p> <p>Discuss changes to the skin and hair that occurs in geriatric clients/residents.</p> <p>Identify signs and symptoms that should be reported to the appropriate supervisor or the appropriate licensed nurse during daily care as evidenced by accurate completion of clinical observation report or other reporting system.</p>	<p>contents</p> <ol style="list-style-type: none"> <li>7. any change in breast such as dimple or lump</li> <li>8. any change in genitalia such as discharge</li> <li>9. unusual grimace or drooling of saliva</li> <li>10. report changes to appropriate licensed nurse</li> </ol> <p>C. Change in appetite</p> <ol style="list-style-type: none"> <li>1. increase in appetite</li> <li>2. decrease in appetite</li> <li>3. report changes to appropriate licensed nurse</li> </ol> <p>D. Signs of infection</p> <ol style="list-style-type: none"> <li>1. elevated temperature</li> <li>2. chills and/or sweating</li> <li>3. skin hot or cold, flushed or bluish</li> <li>4. area of skin that is inflamed (warm, red, swollen)</li> <li>5. delirium/confusion/change in mental status</li> </ol> <p>E. Age-related changes to skin and hair</p> <ol style="list-style-type: none"> <li>1. wrinkles (due to less elasticity)</li> <li>2. hair – grey/white, balding</li> <li>3. age spots</li> <li>4. fragile, thinner skin</li> <li>5. dry, itchy skin – due to less oil production</li> <li>6. nails – harder, thicker, brittle, fungus, discoloration</li> <li>7. what to report to the appropriate licensed nurse               <ol style="list-style-type: none"> <li>a. skin that is abnormally pale, bluish, yellowish, or flushed</li> <li>b. rash, abrasion, bruising</li> <li>c. mole that has changed in appearance</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe changes to the musculoskeletal system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p> <p>Identify changes to the respiratory system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>d. redness over a pressure point that does not go away within 5 minutes</li> <li>e. area over a pressure point that has become pale or white</li> <li>f. drainage from a wound</li> <li>g. wound that does not heal</li> <li>h. blisters</li> <li>i. swelling</li> <li>j. c/o pain, tingling, numbness, burning</li> <li>k. weight changes</li> </ul> <p>F. Age-related changes to the musculoskeletal system</p> <ul style="list-style-type: none"> <li>a. osteoporosis</li> <li>b. loss of muscle mass</li> <li>c. arthritis</li> <li>d. what to report to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a. client has fallen</li> <li>b. area of body that is swollen, red, bruised or painful to touch</li> <li>c. complaints of pain when moving a joint</li> <li>d. range of motion for a joint that has decreased movement</li> <li>e. client limps or has pain when walking or repositioning</li> </ul> </li> </ul> <p>G. Age-related changes to the respiratory system and what to report to appropriate licensed nurse</p> <ul style="list-style-type: none"> <li>1. short of breath - lung strength and capacity decrease, voice weakens</li> <li>2. more susceptible to respiratory infections (cold, pneumonia, influenza)</li> <li>3. what to report to the appropriate</li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss changes to the cardiovascular system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>licensed nurse               <ul style="list-style-type: none"> <li>a. persistent cough, nasal congestion</li> <li>b. change in respiration</li> <li>c. cough produces sputum that is yellowish, greenish or pinkish</li> <li>d. sudden onset of difficulty breathing</li> <li>e. client experiences wheezing or gurgling respirations</li> <li>f. skin has blue or gray tinge</li> </ul> </li> <li>H. Age-related changes to the cardiovascular system and what to report to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. heart beats less effectively</li> <li>2. heart rate slows or speeds up</li> <li>3. fluid may accumulate in hands and feet</li> <li>4. orthostatic hypotension</li> <li>5. chest pain due to lack of oxygen to the heart muscle</li> <li>6. high blood pressure or low blood pressure</li> <li>7. what to report                   <ul style="list-style-type: none"> <li>a. complaints of chest pain or pressure</li> <li>b. difficulty breathing</li> <li>c. rapid, slow or erratic pulse</li> <li>d. blood pressure that is unusually low or high</li> <li>e. face, lips or fingers are bluish</li> <li>f. shortness of breath on exertion</li> <li>g. complaints of chest or leg pain on exertion</li> <li>h. unusual pain, swelling or redness in legs</li> <li>i. bluish or cool/cold areas on the legs or feet</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe changes to the nervous system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p> <p>Discuss changes to the eyes and ears that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>I. Age-related changes to the nervous system and what to report to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. slowed reaction time</li> <li>2. poor balance</li> <li>3. difficulty remembering recent events</li> <li>4. loss of sensation in hands and feet</li> <li>5. reduced grip strength</li> <li>6. what to report                   <ul style="list-style-type: none"> <li>a. change in level of consciousness</li> <li>b. suddenly becomes confused or disoriented</li> <li>c. speech becomes slurred</li> <li>d. eyelid or corner of the mouth begins to droop</li> <li>e. sudden onset of severe headache</li> <li>f. sudden onset of numbness, tingling, loss of sensation in arm, leg or face</li> </ul> </li> </ul> </li> <li>J. Age-related changes to the eyes and ears and what to report to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. eyes adjust more slowly to change in light</li> <li>2. becomes more difficult to read small print</li> <li>3. lens becomes cloudy and cataracts form decreasing ability to see</li> <li>4. less tears are produced causing eye to become dry and irritated</li> <li>5. what to report about the eyes                   <ul style="list-style-type: none"> <li>a. drainage from eyes</li> <li>b. complaints of dryness</li> <li>c. redness in or around the eyes</li> <li>d. glasses that are broken or do not fit</li> </ul> </li> <li>6. outer ear continues to grow</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe changes to the digestive system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p> <p>Identify changes to the urinary system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>7. hearing decreases</li> <li>8. what to report about the ears               <ul style="list-style-type: none"> <li>a. drainage from the ears</li> <li>b. changes in ability to hear</li> <li>c. hearing aid not functioning properly (batteries, wax filters or other maintenance)</li> </ul> </li> <li>K. Age-related changes to the digestive system and what to report to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. poor teeth cause less efficient chewing</li> <li>2. decrease in saliva and stomach acids causes poor breakdown of food</li> <li>3. decrease motility in intestinal tract causes constipation</li> <li>4. what to report                   <ul style="list-style-type: none"> <li>a. teeth that are loose or painful</li> <li>b. dentures that do not fit or are broken</li> <li>c. choking while eating</li> <li>d. complaints of constipation or abdominal pain</li> <li>e. changes in bowel patterns</li> <li>f. blood in stool</li> </ul> </li> </ul> </li> <li>L. Age-related changes to the urinary system and what to report to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. kidneys less efficient at filtering waste from the blood</li> <li>2. loss of muscle tone increases risk of urinary incontinence (particularly in women)</li> <li>3. enlarged prostate in men causes                   <ul style="list-style-type: none"> <li>a. difficulty starting urine stream</li> <li>b. dribbling between voids</li> <li>c. increased risk of urinary tract</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss changes to the endocrine system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p> <p>Describe changes to the reproductive system that may occur in geriatric clients/residents and what to report to the licensed nurse as evidenced by participation in classroom discussion.</p>	<p>infections</p> <ol style="list-style-type: none"> <li>4. what to report               <ol style="list-style-type: none"> <li>a. complaint of pain or burning upon urination</li> <li>b. frequent complaints of urgency and then unable to void or voids small amount</li> <li>c. urine with a strong or unusual odor</li> <li>d. episodes of dribbling before getting to the toilet</li> <li>e. presence of blood in urine</li> </ol> </li> </ol> <p>M. Age-related changes to the endocrine system and what to report to appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. adult onset diabetes mellitus</li> <li>2. what to report               <ol style="list-style-type: none"> <li>a. increased thirst</li> <li>b. increased urination</li> <li>c. increased appetite</li> <li>d. drowsiness and confusion</li> <li>e. cold, clammy skin</li> <li>f. shaky with increased perspiration</li> <li>g. complaint of headache</li> <li>h. sweet smelling breath</li> <li>i. seizure</li> <li>j. loss of consciousness</li> </ol> </li> </ol> <p>N. Age-related changes to the reproductive system and what to report to appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. menopause</li> <li>2. breast cancer</li> <li>3. prostate cancer</li> <li>4. what to report               <ol style="list-style-type: none"> <li>a. unusual vaginal discharge</li> <li>b. changes in breast tissue                   <ol style="list-style-type: none"> <li>i. dimpling, lump, thickening of</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss six (6) conditions that effect the client's environment as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>skin               <ul style="list-style-type: none"> <li>ii. discharge from breast or nipple</li> </ul> </li> <li>c. discharge from penis</li> <li>d. pain or burning with urination for male client</li> <li>e. change in skin of the scrotum</li> <li>f. lump in scrotum</li> </ul> <p>III. Caring for the Client's Environment</p> <p>A. Conditions that affect client's environment</p> <ul style="list-style-type: none"> <li>1. cleanliness               <ul style="list-style-type: none"> <li>a. reflection of quality of care</li> <li>b. this is client's home</li> <li>c. impedes spread of micro-organisms</li> <li>d. everyone's responsibility, not just housekeeping</li> </ul> </li> <li>2. odor control               <ul style="list-style-type: none"> <li>a. follow facility policy for handling of waste and soiled linens</li> <li>b. close laundry and waste receptacle lids</li> <li>c. empty urinals, bedside commodes and bedpans promptly</li> <li>d. flush toilets promptly</li> <li>e. use air fresheners as appropriate, per facility policy</li> <li>f. assist client to maintain personal care and good oral hygiene</li> <li>g. be aware of your personal hygiene, particularly if you are a smoker</li> </ul> </li> <li>3. ventilation               <ul style="list-style-type: none"> <li>a. may create drafts</li> <li>b. position client away from draft</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the six (6) OBRA requirements for a client room in a long-term care facility as evidenced by minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>c. provide sweaters, blankets and/or lap covers if needed to keep client warm</li> <li>4. room temperature               <ul style="list-style-type: none"> <li>a. 71° to 81° is OBRA regulation for temperature in long-term care facility</li> </ul> </li> <li>5. lighting               <ul style="list-style-type: none"> <li>a. general lighting                   <ul style="list-style-type: none"> <li>i. light from the window</li> <li>ii. ceiling lights</li> <li>iii. ask client for preference</li> <li>iv. encourage light from windows during the day and closed curtains at night</li> </ul> </li> <li>b. task lighting                   <ul style="list-style-type: none"> <li>i. overbed light</li> <li>ii. light focused on a chair for reading</li> </ul> </li> <li>c. night light</li> </ul> </li> <li>6. noise control               <ul style="list-style-type: none"> <li>a. provide quiet times for nap or at night time for restful sleep</li> <li>b. answer call bells and telephones promptly</li> </ul> </li> <li>B. Features of a long-term care room               <ul style="list-style-type: none"> <li>1. OBRA requirements for room in long-term care facility                   <ul style="list-style-type: none"> <li>a. one window</li> <li>b. call system</li> <li>c. odor free</li> <li>d. pest free</li> <li>e. bed wheels lock</li> <li>f. personal supplies are labeled and stored appropriately</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the furnishings located in a typical client room in a long-term care facility as evidenced by minimum grade of 80% on unit test.	<ul style="list-style-type: none"> <li>2. bed               <ul style="list-style-type: none"> <li>a. when client is unattended always keep bed in low position with the wheels locked</li> <li>b. adjustable height, positioning of head and feet</li> <li>c. basic bed positions                   <ul style="list-style-type: none"> <li>i. Fowler's</li> <li>ii. semi-fowler's</li> <li>iii. Trendelenburg</li> <li>iv. reverse Trendelenburg</li> </ul> </li> <li>d. practice how to use bed                   <ul style="list-style-type: none"> <li>i. raise and lower bed</li> <li>ii. lock the wheels</li> <li>iii. raise and lower head</li> <li>iv. raise and lower feet</li> </ul> </li> <li>e. siderails (see facility policy)</li> </ul> </li> <li>3. overbed table               <ul style="list-style-type: none"> <li>a. fits over bed or chair</li> <li>b. height can be adjusted</li> <li>c. holds personal care items and/or meal tray</li> <li>d. considered a "clean" area</li> <li>e. do not put used urinal or bedpan on overbed table</li> </ul> </li> <li>4. bedside table               <ul style="list-style-type: none"> <li>a. stores personal care items, basins, bedpans</li> <li>b. surface area should be kept neat and tidy</li> </ul> </li> <li>5. personal furniture               <ul style="list-style-type: none"> <li>a. clients encouraged to bring own furniture to make the room more like home (chairs, chest of drawers, tables, wardrobes)</li> <li>a. keep personal furniture well cared for, dusted and clean</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate the nurse aide's responsibilities for care of the client's environment as evidenced by satisfactory performance in the skills lab.</p>	<ul style="list-style-type: none"> <li>6. call bell/intercom system               <ul style="list-style-type: none"> <li>a. communication link between client and staff</li> <li>b. call bell should always be kept within easy reach of client</li> <li>c. educate client/resident on use of call bell</li> </ul> </li> <li>7. privacy curtain/room dividers               <ul style="list-style-type: none"> <li>a. divide one room into multiple client areas</li> <li>b. use to provide privacy when giving client personal care</li> </ul> </li> <li>C. Nurse aide's responsibilities for care of the client's environment               <ul style="list-style-type: none"> <li>1. always knock before entering client's room</li> <li>2. assist client to keep room neat and clean</li> <li>3. clean up spills immediately</li> <li>4. assist client to keep personal items in good condition</li> <li>5. label all items upon admission</li> <li>6. keep clutter to a minimum</li> <li>7. always straighten up the client's area after meals and procedures</li> <li>8. assist client to keep room at comfortable temperature</li> <li>9. do not place urinals on tables used for eating</li> <li>10. flush toilets and empty beside commodes and urinals as soon as they have been used</li> <li>11. use lighting to provide good illumination so client can see to get around the room</li> <li>12. keep noise in hallways to minimum especially at rest times to promote</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe what the nurse aide should report to the supervisor or licensed nurse regarding the client's room as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>client's ability to sleep/rest</li> <li>13. always have call bell within easy reach of the client</li> <li>14. use care when dealing with client's clothing and personal items so damage, loss or misplacement does not occur</li> <li>15. re-stock client's supplies every day and prn</li> <li>16. refill water pitcher every shift unless the client has a fluid restriction</li> <li>D. What nurse aide should report to the licensed nurse               <ul style="list-style-type: none"> <li>1. piece of equipment or furniture that is not working properly</li> <li>2. client injured by piece of equipment or furniture in the room</li> <li>3. staff injured by a piece of equipment or furniture in the room</li> <li>4. suspicion that client is storing unwrapped food in his room</li> <li>5. signs of pests or insects</li> <li>6. client or family member complains that personal items are missing</li> <li>7. belongings from other clients/residents found in room</li> <li>8. personal item belonging to client is accidentally broken</li> <li>9. room and/or bathroom is not properly cleaned</li> <li>10. waste receptacles are not consistently emptied</li> <li>11. there is an odor in the room that will not go away</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the difference between an unoccupied, closed and open bed, and an occupied bed as evidenced by participation in classroom discussion.</p> <p>Describe the different types of linen the nurse aide uses to make a bed in a long-term care facility as evidenced by obtaining the correct linen before beginning to make the client's bed.</p>	<p>E. Making the bed</p> <ol style="list-style-type: none"> <li>1. unoccupied bed               <ol style="list-style-type: none"> <li>a. no one is in the bed</li> </ol> </li> <li>2. closed bed               <ol style="list-style-type: none"> <li>a. when client is out of bed all day</li> <li>b. completely made with bedspread, blankets and pillows in place</li> </ol> </li> <li>3. open bed               <ol style="list-style-type: none"> <li>a. linen is folded down to the foot of the bed</li> <li>b. makes it easier for client to get into bed by himself</li> </ol> </li> <li>4. occupied bed               <ol style="list-style-type: none"> <li>a. made while the client is in the bed</li> </ol> </li> <li>5. linen required to make a bed               <ol style="list-style-type: none"> <li>a. mattress pad                   <ol style="list-style-type: none"> <li>i. makes mattress more comfortable</li> <li>ii. protects mattress from liquid spills</li> </ol> </li> <li>b. top and bottom sheets                   <ol style="list-style-type: none"> <li>i. bottom sheet is often fitted</li> <li>ii. top sheet is flat</li> </ol> </li> <li>c. draw sheet                   <ol style="list-style-type: none"> <li>i. small, flat sheet placed over the middle of the bed</li> <li>ii. goes from client's shoulders to below buttocks</li> <li>iii. used to help lift or turn client</li> <li>iv. sides are tucked under the mattress</li> </ol> </li> <li>d. bed protector                   <ol style="list-style-type: none"> <li>i. absorbent fabric-backed waterproof material</li> <li>ii. used with clients who are incontinent</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify various devices used on the bed in a long-term care facility as evidenced by minimum grade of 80% on unit test.</p> <p>Demonstrate correct handling of linen as evidenced by Satisfactory rating on Skills Record.</p>	<ul style="list-style-type: none"> <li>e. blankets               <ul style="list-style-type: none"> <li>i. may be personal or provided by facility</li> </ul> </li> <li>f. bedspread               <ul style="list-style-type: none"> <li>i. adds decorative look to room</li> <li>ii. may be personal or provided by facility</li> </ul> </li> <li>g. pillow and pillowcases               <ul style="list-style-type: none"> <li>i. for comfort and for positioning client</li> <li>ii. pillows always covered with pillowcase</li> </ul> </li> <li>h. bath blanket               <ul style="list-style-type: none"> <li>i. keep client warm during bed bath or linen change</li> </ul> </li> <li>6. other bed equipment               <ul style="list-style-type: none"> <li>a. pressure-relieving mattresses                   <ul style="list-style-type: none"> <li>i. egg-crate mattress</li> <li>ii. alternating air mattress</li> </ul> </li> <li>b. bed board                   <ul style="list-style-type: none"> <li>i. wood board placed under the mattress to make bed more firm</li> </ul> </li> <li>c. bed cradle                   <ul style="list-style-type: none"> <li>i. metal frame that prevents top linen from placing pressure on the feet and causing foot drop</li> </ul> </li> <li>d. foot board                   <ul style="list-style-type: none"> <li>i. piece of wood placed at foot end of mattress to keep the feet in proper anatomical alignment</li> </ul> </li> <li>e. fall mats</li> </ul> </li> <li>7. how to handle linen               <ul style="list-style-type: none"> <li>a. wash hands</li> <li>b. collect linen in order they will be used on the bed</li> <li>c. do not take linen from one client room to another</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to make a closed bed as evidenced by Satisfactory rating on Skills Record.</p>	<ul style="list-style-type: none"> <li>d. when carrying linen, take care not to touch linen to your uniform</li> <li>e. wear gloves to remove soiled linen</li> <li>f. when removing linen from the bed turn it from the ends of the bed toward the center of the bed</li> <li>g. NEVER place used linen on the floor</li> <li>h. do not have used linen come in contact with your uniform</li> <li>i. place used linen in receptacle per facility policy</li> <li>j. wash hands</li> <li>8. make a closed bed               <ul style="list-style-type: none"> <li>a. wash hands</li> <li>b. obtain linen and place on chair or table in client's room</li> <li>c. flatten bed and raise to waist level</li> <li>d. loosen used linen and place in hamper or linen bag</li> <li>e. remake the bed starting with the bottom sheet with the seams down</li> <li>f. place end of bottom sheet flush with bottom end of mattress, tuck in at top of mattress and make mitered corners at top of mattress</li> <li>g. place draw sheet if appropriate</li> <li>h. place top sheet, seams up, with end of sheet flush with head of mattress, tuck in bottom of sheet, make mitered corners at foot of mattress</li> <li>i. place blanket on bed, flush with top of sheet, fold down blanket and sheet as one at head of bed</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>h. loosen top linen from end of bed on side you will work on first</li> <li>i. unfold bath blanket over top sheet to cover client and remove top sheet keeping client covered at all times</li> <li>j. raise side rail on far side of bed to protect client from falling out of bed while you are making it</li> <li>k. after raising side rail, go to other side of bed and assist client to turn onto side away from you toward the raised siderail</li> <li>l. loosen bottom soiled linen, mattress pad, and protector on the working side</li> <li>m. roll bottom soiled linen toward client, soiled side inside and tuck it snugly against client's back</li> <li>n. place mattress pad on bed, attaching elastic corners on working side</li> <li>o. place and tuck in clean bottom linen; finish with bottom sheet free of wrinkles</li> <li>p. smooth bottom sheet out toward client; roll extra material toward client; tuck it under client's body</li> <li>q. if using a draw sheet, place it on the bed and tuck in on your side, smooth it and tuck as you did with the other bedding</li> <li>r. raise side rail nearest you. Go to the other side of bed, lower side rail on that side and help client turn onto clean bottom sheet</li> <li>s. loosen soiled linen. Roll linen from</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>head to foot of bed avoiding contact with your skin or uniform; place in laundry hamper or bag; NEVER place linen on the floor</p> <p>t. pull clean linen through as quickly as possible starting with mattress pad. Pull and tuck in clean bottom linen just like the other side; finish with bottom sheet free of wrinkles.</p> <p>u. assist client to turn onto back. Keep client covered and comfortable with pillow under head. Raise side rail.</p> <p>v. unfold top sheet and place over client centering it. Slip bath blanket or old sheet out from underneath and put in hamper or bag</p> <p>w. place blanket over top sheet, matching top edges; tuck bottom edges of top sheet and blanket under bottom of mattress. Miter corners and loosen top linens over client's feet; fold top sheet over blanket at top of bed by about 6 inches</p> <p>x. remove pillow and change pillowcase placing soiled one in hamper or bag</p> <p>y. remove and discard gloves</p> <p>z. position client in comfortable position; return bed to low position; return side rails to appropriate position and place call light within client's reach.</p> <p>aa. take laundry hamper/bag to proper area</p> <p>bb. wash hands</p> <p>cc. report any changes in client to nurse</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of measuring and recording routine vital signs on geriatric clients/residents as evidenced by participation in classroom discussion.</p> <p>Demonstrate the knowledge of types and use of thermometers to accurately measure and record client's temperature as evidenced by satisfactory performance in skills lab and clinical.</p>	<p>dd. document procedure using facility guidelines</p> <p>IV. Vital Signs (VS)</p> <p>A. Purpose of VS</p> <ol style="list-style-type: none"> <li>1. measurement of body functions that are automatically regulated</li> <li>2. change may indicate body is out of balance</li> <li>3. indicate if the body is healthy or not healthy</li> </ol> <p>B. When are VS measured?</p> <ol style="list-style-type: none"> <li>1. upon admission to long-term care facility (baseline VS)</li> <li>2. weekly, monthly according to facility policy</li> <li>3. before and after certain medications as ordered by the health care provider</li> <li>4. after diagnostic procedure or surgery</li> <li>5. after a fall</li> <li>6. during an emergency</li> </ol> <p>C. Temperature</p> <ol style="list-style-type: none"> <li>1. types of thermometers and/or methods of taking temperature               <ol style="list-style-type: none"> <li>a. oral – by mouth</li> <li>b. tympanic - in the ear</li> <li>c. NCIT (no contact infrared thermometer) - forehead</li> <li>d. rectal - by rectum (usually distinguished by red to deter use in mouth)</li> <li>e. axillary - under the armpit (axilla)</li> <li>f. most facilities use digital thermometers</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ol style="list-style-type: none"> <li>2. measures the warmth of the body               <ol style="list-style-type: none"> <li>a. adult oral temperature 97.6° - 99.6°</li> <li>b. adult tympanic temp 96.6° - 99.7°</li> <li>c. adult NCIT (forehead) 97.2° - 100.1°</li> <li>d. adult rectal temp. 98.6° – 100.6°</li> <li>e. adult axillary temp. 96.6° - 98.6°</li> </ol> </li> <li>3. may be affected by               <ol style="list-style-type: none"> <li>a. age - less fat and decreased circulation lowers the temperature</li> <li>b. exercise - exercise increases body temp.</li> <li>c. circadian rhythm - client has higher temp. during active times of the day</li> <li>d. stress - increases body temperature</li> <li>e. illness - increases body temperature</li> <li>f. environment - cold environment lowers body temp. (hypothermia), hot environment raises body temperature (hyperthermia)</li> </ol> </li> <li>4. signs of hypothermia               <ol style="list-style-type: none"> <li>a. shivering</li> <li>b. numbness</li> <li>c. quick, shallow breathing</li> <li>d. slow movements</li> <li>e. mild confusion</li> <li>f. changes in mental status</li> <li>g. pale/bluish skin</li> </ol> </li> <li>5. signs of hyperthermia               <ol style="list-style-type: none"> <li>a. perspiration</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Report abnormal readings or changes to the appropriate supervisor or licensed nurse as evidenced by satisfactory performance in skills lab and clinical.</p> <p>Identify specific factors that may affect the accuracy of the temperature reading as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>b. excessive thirst</li> <li>c. changes in mental status</li> <li>6. signs of elevated temperature due to infection               <ul style="list-style-type: none"> <li>a. headache</li> <li>b. fatigue</li> <li>c. muscle aches</li> <li>d. chills</li> <li>e. skin warm and flushed</li> </ul> </li> <li>7. measure, record, and report temperature               <ul style="list-style-type: none"> <li>a. follow facility policy for taking temperature</li> <li>b. follow facility policy for recording</li> <li>c. report changes to licensed nurse</li> </ul> </li> <li>8. factors that can affect temperature               <ul style="list-style-type: none"> <li>a. raise the temperature                   <ul style="list-style-type: none"> <li>i. eating/drinking something hot</li> <li>ii. smoking</li> <li>iii. wait 10-15 minutes to take temp.</li> <li>iv. physical activity</li> <li>v. heavy clothing or blankets</li> </ul> </li> <li>b. lower the temperature                   <ul style="list-style-type: none"> <li>i. eating/drinking something cold (wait 10-15 minutes to take temp.)</li> <li>ii. incorrect placement of thermometer</li> <li>iii. not waiting long enough for thermometer to read temperature</li> </ul> </li> </ul> </li> <li>9. special considerations for taking temperatures               <ul style="list-style-type: none"> <li>a. do not force a rectal thermometer</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the circulation of blood from the heart, to the periphery of the body and back to the heart as evidenced by a minimum grade of 80% on the unit test.</p> <p>Explain what the pulse measures as evidenced by a minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>b. do not force tympanic thermometer</li> <li>c. if the temperature seems questionable repeat the process; you may need to use a different thermometer</li> <li>D. Anatomy of the cardiovascular system               <ul style="list-style-type: none"> <li>1. heart                   <ul style="list-style-type: none"> <li>a. muscle</li> <li>b. pumps blood throughout the body</li> </ul> </li> <li>2. arteries                   <ul style="list-style-type: none"> <li>a. blood vessels that carry blood from heart to every part of the body</li> <li>b. transport oxygen to cells of the body</li> </ul> </li> <li>3. veins                   <ul style="list-style-type: none"> <li>a. blood vessels that carry blood from the cells of the body back to the heart</li> <li>b. transport carbon dioxide from cells back to the lungs</li> </ul> </li> <li>4. capillaries                   <ul style="list-style-type: none"> <li>a. tiny vessels that connect arteries to veins</li> </ul> </li> <li>5. blood                   <ul style="list-style-type: none"> <li>a. red blood cells carry oxygen to the cells</li> <li>b. white blood cells fight infection</li> <li>c. platelets form clots to stop bleeding</li> </ul> </li> </ul> </li> <li>E. Pulse               <ul style="list-style-type: none"> <li>1. description                   <ul style="list-style-type: none"> <li>a. heart contracts pushing blood out of heart</li> <li>b. that push is the pulse or beat of</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to count and record radial pulse as evidenced by Satisfactory rating on Skills Record.</p> <p>Report any changes or abnormal pulse rates to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab/clinical.</p>	<ul style="list-style-type: none"> <li>the heart</li> <li>c. can be felt by applying pressure over an artery</li> <li>d. tells how many times the heart is contracting or beating in 1 minute</li> <li>e. normal adult rate 60-100 beats/min</li> <li>f. tachycardia &gt; 100 beats/min</li> <li>g. bradycardia &lt; 60 beats/min</li> <li>2. location of pulse points               <ul style="list-style-type: none"> <li>a. radial pulse is on thumb-side of the wrist</li> <li>b. brachial pulse on little finger side of the elbow space</li> <li>c. carotid – either side of the windpipe in the neck</li> <li>d. apical – left ventricle of heart, 5th intercostal space on left side of chest</li> <li>e. femoral - in groin where leg attaches to torso</li> <li>f. popliteal - in space behind the knee</li> </ul> </li> <li>3. measure, record, and report pulse               <ul style="list-style-type: none"> <li>a. follow the procedure for “Counts and Records Radial Pulse” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. use stethoscope to listen to, then count and record apical pulse</li> <li>c. report any changes or abnormal rate to appropriate licensed nurse</li> </ul> </li> <li>4. factors that affect pulse rate               <ul style="list-style-type: none"> <li>a. age - decreases pulse</li> <li>b. sex - males have lower pulse</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify specific factors that may affect the accuracy of the pulse rate as evidenced by participation in classroom discussion.</p> <p>Explain what the blood pressure measures as evidenced by a minimum grade of 80% on the unit test.</p>	<ul style="list-style-type: none"> <li>than females</li> <li>c. exercise - increases pulse</li> <li>d. stress - increases pulse</li> <li>e. hemorrhage (bleeding) - increases pulse</li> <li>f. medications - depending on medication may increase or decrease pulse rate</li> <li>g. fever/illness - increases pulse rate</li> </ul> <p>F. Blood pressure (BP)</p> <ul style="list-style-type: none"> <li>1. definitions <ul style="list-style-type: none"> <li>a. measures force applied to walls of arteries as the heart contracts pushing blood away from the heart</li> <li>b. measured in mm Hg (mercury)</li> <li>c. systolic - top number when BP is reported and recorded <ul style="list-style-type: none"> <li>i. measures force applied to walls of arteries as the left ventricle contracts pushing blood away from the heart</li> </ul> </li> </ul> </li> <li>2. normal adult range less than 120 mm Hg</li> <li>d. diastolic - bottom number when BP is reported and recorded <ul style="list-style-type: none"> <li>i. measures pressure in the arteries when the heart is resting between contractions</li> <li>ii. normal range less than 80 mm Hg</li> </ul> </li> <li>e. hypertension (elevated) <ul style="list-style-type: none"> <li>i. high blood pressure</li> <li>ii. &gt; 130/80 or higher</li> </ul> </li> <li>f. hypotension <ul style="list-style-type: none"> <li>i. low blood pressure</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify equipment needed to take a blood pressure as evidenced by satisfactory performance in the skills lab.</p> <p>Demonstrate how to measure and record blood pressure as evidenced by Satisfactory rating on Skills Record.</p> <p>Report any changes or abnormal blood pressure to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab.</p>	<ul style="list-style-type: none"> <li>ii. &lt; 90/60</li> <li>g. orthostatic hypotension               <ul style="list-style-type: none"> <li>i. when client changes position from lying to sitting, or sitting to standing the BP drops</li> <li>ii. when BP drops, client becomes dizzy, lightheaded and may faint</li> </ul> </li> <li>2. equipment needed to take BP               <ul style="list-style-type: none"> <li>a. stethoscope</li> <li>b. blood pressure cuff (sphygmomanometer)                   <ul style="list-style-type: none"> <li>i. size of cuff should match size of client/resident's arm</li> <li>ii. electronic</li> <li>iii. aneroid</li> </ul> </li> <li>c. alcohol wipes</li> </ul> </li> <li>3. measure and record blood pressure               <ul style="list-style-type: none"> <li>a. follow the procedure for "Measures and Records Blood Pressure" per facility policy</li> <li>b. report any changes or abnormal blood pressure to appropriate licensed nurse</li> </ul> </li> <li>4. considerations for where to take BP               <ul style="list-style-type: none"> <li>a. do not take BP in arm with an IV (intravenous line) present</li> <li>b. do not take BP in arm with a shunt used for dialysis</li> <li>c. do not take BP in arm on same side as mastectomy surgery for breast cancer</li> <li>d. do not take BP in arm paralyzed due to stroke (CVA)</li> <li>e. do not take BP in extremity with an amputation</li> <li>f. do not take BP in an arm with a</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify specific factors that may affect the BP reading as evidenced by participation in classroom discussion.</p> <p>Identify specific factors that may affect the accuracy of BP reading as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>cast</li> <li>g. if both arms have a dialysis shunt or client/resident has had double mastectomy take BP in thigh using the popliteal pulse</li> <li>5. factors affecting BP               <ul style="list-style-type: none"> <li>a. age - increases BP</li> <li>b. exercise - decrease or increase</li> <li>c. stress - increases</li> <li>d. race - ethnicity may affect BP (i.e. -African-Americans more likely to have high BP than Caucasians)</li> <li>e. heredity - familial tendency to high BP</li> <li>f. obesity - increases BP</li> <li>g. alcohol - high intake may increase BP</li> <li>h. tobacco - may increase BP</li> <li>i. time of day - BP lower in morning and higher in the evening</li> <li>j. illness - diabetics and clients/residents with kidney disease may have high BP</li> <li>k. medications</li> </ul> </li> <li>6. factors affecting accuracy of BP reading               <ul style="list-style-type: none"> <li>a. wrong size cuff</li> <li>b. not inflating cuff sufficiently</li> <li>c. releasing cuff pressure too quickly</li> <li>d. taking BP multiple times in rapid succession in same arm</li> <li>e. cuff placement</li> <li>f. using cuff over clothing</li> <li>g. client talking</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Define the physiology of respirations, how respirations are measured and terminology related to respirations as evidenced by participation in classroom discussion and satisfactory performance in skills lab.</p> <p>Demonstrate how to count and record Respirations as evidenced by Satisfactory rating on Skills Record.</p> <p>Report any changes or abnormal respirations to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab.</p> <p>Discuss pain management, the pain scale, and questions the nurse aide may asked to understand the client's/resident's pain level as evidenced by participation in classroom discussion.</p>	<p>h. most recent physical activity</p> <p>G. Respirations</p> <ol style="list-style-type: none"> <li>1. definitions <ol style="list-style-type: none"> <li>a. inspiration – taking air and oxygen into the lungs (inhale), chest rises</li> <li>b. expiration - letting air and carbon dioxide out of the lungs (exhale), chest falls</li> <li>c. respiration - 1 complete inhalation and exhalation</li> <li>d. measured in breaths/minute</li> <li>e. normal adult respiratory rate 12-20 breaths/min</li> <li>f. apnea - absence of breathing</li> <li>g. dyspnea - difficulty breathing</li> </ol> </li> <li>2. measure and record respirations <ol style="list-style-type: none"> <li>a. follow the procedure for “Counts and Records Respirations” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. report any changes or abnormal respiratory rate to appropriate licensed nurse</li> </ol> </li> </ol> <p>H. Pain management</p> <ol style="list-style-type: none"> <li>1. definitions <ol style="list-style-type: none"> <li>a. fifth vital sign</li> <li>b. different for every person (some clients have higher pain tolerance than others)</li> <li>c. pain scale <ol style="list-style-type: none"> <li>i. know facility's pain scale</li> <li>ii. some pain scales are 0-10 and some are 1-10</li> <li>iii. objective value to sensation of pain</li> </ol> </li> </ol> </li> <li>2. questions to ask to understand</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe observations that the nurse aide can make to understand the client's pain level as evidenced by participation in classroom discussion.</p> <p>Describe comfort measures the nurse aide can perform in response to the client's pain as evidenced by participation in classroom discussion.</p>	<p>client's pain</p> <ol style="list-style-type: none"> <li>a. where is the pain?</li> <li>b. when did pain start?</li> <li>c. does the pain go away with rest?</li> <li>d. how long does pain last?</li> <li>e. describe the pain...sharp, shooting, dull, ache, burning, electric-like, constant, comes and goes</li> </ol> <p>3. observations nurse aide may make that indicate client is experiencing pain</p> <ol style="list-style-type: none"> <li>a. increased P, R, BP</li> <li>b. sweating</li> <li>c. nausea</li> <li>d. vomiting</li> <li>e. tightening of the jaw</li> <li>f. frowning</li> <li>g. groaning on movement</li> <li>h. grinding teeth</li> <li>i. increased restlessness</li> <li>j. agitation</li> <li>k. changes in behavior</li> <li>l. crying</li> <li>m. difficulty moving</li> <li>n. guarding/protecting an area</li> </ol> <p>4. report any complaints or observations of pain to appropriate licensed nurse</p> <p>5. actions nurse aide can take to alleviate pain</p> <ol style="list-style-type: none"> <li>a. offer back rub</li> <li>b. assist to change position</li> <li>c. offer warm bath or shower</li> <li>d. encourage slow, deep breaths</li> <li>e. be patient, caring and gentle</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to measure and record height of a client as evidenced by a rating of Satisfactory on Skills Record.</p> <p>Demonstrate how to measure and record weight of ambulatory client as evidenced by a rating of Satisfactory on Skills Record.</p> <p>Report any changes in weight to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab.</p>	<p>V. Height and Weight</p> <p>A. Height (per facility policy)</p> <ol style="list-style-type: none"> <li>1. usually performed on admission</li> <li>2. assist to step onto the scale and measure height by extending height rod</li> <li>3. if unable to stand, may use tape measure while client is lying on bed</li> <li>4. record accurately in feet and inches</li> </ol> <p>B. Weight</p> <ol style="list-style-type: none"> <li>1. performed on admission and at regular intervals afterwards (per facility policy)</li> <li>2. ambulatory client uses standing scale</li> <li>3. portable wheelchair scale, lift &amp; tub scales, and/or bed scale may be available</li> <li>4. measured in pounds or kilograms, per facility policy</li> <li>5. uses <ol style="list-style-type: none"> <li>a. data on nutritional status of client</li> <li>b. calculate correct medication dosage</li> </ol> </li> <li>6. measure and record weight <ol style="list-style-type: none"> <li>a. follow the procedure for “Measures and Records Weight of Ambulatory Client” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. report any changes in weight to appropriate licensed nurse</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Measure and record fluid intake as evidenced by a rating of Satisfactory on Skills Record.</p> <p>Identify the major anatomical structures of the urinary system as evidenced by minimum grade of 80% on unit test.</p>	<p>VI. Measure and Record Fluid Intake and Output</p> <p>A. Measure and record fluid intake</p> <ol style="list-style-type: none"> <li>1. fluid taken into the body               <ol style="list-style-type: none"> <li>a. fluid that client drinks</li> <li>b. liquids that are eaten: soup, jello, pudding, ice cream, popsicles</li> </ol> </li> <li>2. measurement               <ol style="list-style-type: none"> <li>a. milliliter (ml)</li> <li>b. ounce (oz)</li> <li>c. 1 oz = 30 ml</li> </ol> </li> <li>3. measure and record fluid intake               <ol style="list-style-type: none"> <li>a. convert all fluid measurements into milliliters</li> <li>b. add together all fluid taken into the body</li> <li>c. at end of shift record all fluid intake per facility policy</li> <li>d. fluid taken into the body should be approximately equal to the amount of fluid that the body eliminated</li> </ol> </li> </ol> <p>B. Urinary system</p> <ol style="list-style-type: none"> <li>1. kidneys - filter waste products and water out of blood to make urine</li> <li>2. urethra - carry urine from kidneys to bladder</li> <li>3. bladder - collects and holds urine</li> <li>4. ureters - carries urine from bladder to the outside of body</li> <li>5. urine - water and waste products that kidneys filtered out of the blood</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the fluids that can be recorded as fluid output as evidenced by minimum grade of 80% on unit test.</p> <p>Identify equipment used to measure fluid output as evidenced by satisfactory participation in skills lab.</p> <p>Demonstrate accurate measurement and recording of urinary output as evidenced by a rating of Satisfactory on Skills Record.</p>	<p>C. Fluid output</p> <ol style="list-style-type: none"> <li>1. fluid that is eliminated by the body               <ol style="list-style-type: none"> <li>a. urine</li> <li>b. vomit (emesis)</li> <li>c. blood</li> <li>d. wound drainage</li> <li>e. diarrhea</li> </ol> </li> <li>2. measured in ml or cc</li> <li>3. at end of shift record all fluid output per facility policy</li> <li>4. fluid taken into the body should be approximately equal to the amount of fluid that the body eliminated</li> </ol> <p>D. Measure and record urinary output</p> <ol style="list-style-type: none"> <li>1. equipment               <ol style="list-style-type: none"> <li>a. graduate</li> <li>b. commode hat</li> <li>c. urinal</li> <li>d. catheter drainage bag</li> </ol> </li> <li>2. measuring output               <ol style="list-style-type: none"> <li>a. 1ml = 1cc (cc = cubic centimeter)</li> <li>b. 30 ml = 1 oz</li> <li>c. always measure fluid output in graduate, not in urinal, commode hat or catheter drainage bag</li> <li>d. urinary output should not be less than 30ml per hour</li> <li>e. always wear gloves to measure output</li> </ol> </li> <li>3. measure and record urinary output               <ol style="list-style-type: none"> <li>a. follow the procedure for “Measures and Records Urinary Output” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Report any changes in urinary output to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab.</p> <p>Identify factors that may affect the client's urinary output as evidenced by participation in classroom discussion.</p> <p>Demonstrate accurate measurement and recording of food intake as evidenced by satisfactory rating in skills lab.</p> <p>Report any changes in food intake to the appropriate licensed nurse as evidenced by satisfactory performance in skills lab.</p>	<ul style="list-style-type: none"> <li>b. report unusually low or high urinary output to appropriate licensed nurse</li> <li>4. factors affecting urinary output               <ul style="list-style-type: none"> <li>a. decreased intake of fluids</li> <li>b. fever (increased temperature)</li> <li>c. increased salt in diet</li> <li>d. excessive perspiration</li> <li>e. medical condition</li> <li>f. medications</li> </ul> </li> <li>E. Measure and record food intake               <ul style="list-style-type: none"> <li>1. know facility policy                   <ul style="list-style-type: none"> <li>a. percentage methods –                       <ul style="list-style-type: none"> <li>i. calculated by dietician</li> <li>ii. record percentage (%) of each item on meal tray eaten</li> <li>iii. add together all the percentages and record total percent of meal eaten</li> <li>iv. some facilities use percentage of entire meal rather than percentage of each item on meal tray</li> </ul> </li> <li>b. be accurate and consistent</li> <li>c. at end of shift record all food intake per facility policy</li> <li>d. report unusually small or large food intake to appropriate licensed nurse</li> </ul> </li> </ul> </li> </ul>			

## **UNIT VIII – PERSONAL CARE SKILLS**

(18VAC90-26-40.A.3.a, b, c, d, e, f, g)

### **Unit Objectives:**

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Identify the components of personal care.
2. Explain routine personal care for both morning and bedtime.
3. Describe the guidelines for assisting the client with personal care.
4. Demonstrate how to provide a modified bed bath.
5. Demonstrate how to provide mouth care.
6. Demonstrate how to clean upper or lower dentures.
7. Demonstrate proper grooming of a client.
7. Demonstrate how to provide fingernail care.
8. Demonstrate how to provide foot care.
9. Demonstrate how to dress client with weak side.
10. Demonstrate how to provide perineal care for a female client
11. Demonstrate how to measure and record urine output.
12. Demonstrate how to provide catheter care for a female client
13. Demonstrate how to assist the client with a bedpan.
14. Describe how to collect urine and stool specimens.
15. Demonstrate how to feed client who cannot feed self.
16. Measure and record food intake.
17. Accurately describe actions of the nurse aide to prevent client dehydration.
18. Discuss pressure sores, including formation, staging, prevention and reporting responsibilities of the nurse aide.
19. Demonstrate the various positions for the client in bed.
20. Demonstrate moving and positioning a client in bed with and without a draw sheet.
21. Demonstrate transfer of client from bed to wheelchair using a transfer belt.
22. Demonstrate assisting the client to ambulate using transfer belt.
23. Demonstrate courteous and respectful demeanor to client at all times.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the components of personal care as evidenced by participation in classroom discussion.</p> <p>Explain routine personal care for both morning and bedtime as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>I. Guidelines for Assisting with Personal Care               <ul style="list-style-type: none"> <li>A. Definitions                   <ul style="list-style-type: none"> <li>1. hygiene                       <ul style="list-style-type: none"> <li>a. methods of keeping the body clean</li> </ul> </li> <li>2. grooming                       <ul style="list-style-type: none"> <li>a. hair, nail and foot care</li> <li>b. shaving facial hair</li> </ul> </li> <li>3. diaphoretic                       <ul style="list-style-type: none"> <li>a. perspired, sweaty</li> </ul> </li> </ul> </li> <li>B. Components of personal care                   <ul style="list-style-type: none"> <li>1. bathing</li> <li>2. oral hygiene</li> <li>3. shaving</li> <li>4. back rub</li> <li>5. dressing and undressing</li> <li>6. hair care</li> <li>7. nail care</li> <li>8. elimination</li> <li>9. bed-making</li> </ul> </li> <li>C. Routine personal care (with attention to client preference)                   <ul style="list-style-type: none"> <li>1. early AM care                       <ul style="list-style-type: none"> <li>a. after waking and before breakfast</li> <li>b. going to the bathroom</li> <li>c. washing hands, face</li> <li>d. mouth care</li> </ul> </li> <li>2. morning (AM) care – preparing for the day                       <ul style="list-style-type: none"> <li>a. take client to bathroom or assist with elimination</li> <li>b. assist to wash hands</li> <li>c. before or after breakfast (client preference) assist with mouth</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe person-centered care (PCC) as evidenced by participation in classroom discussion.</p> <p>Explain why it is important to provide PCC in the long-term care environment.</p>	<ul style="list-style-type: none"> <li>care/denture care</li> <li>d. assist with bathing</li> <li>e. provide a back rub</li> <li>f. helping client to dress in day-time clothes</li> <li>g. assisting client with hair care, shaving, hand care, foot care, make-up</li> <li>h. make bed</li> <li>i. tidy room</li> <li>3. evening (PM) care – preparing for bedtime               <ul style="list-style-type: none"> <li>a. offer bedtime snack and fluid, if appropriate</li> <li>b. take client to bathroom or assist with elimination</li> <li>c. assist with bathing, if client preference; otherwise assist to remove make-up, if appropriate, wash hands and face</li> <li>d. help with mouth care/denture care</li> <li>e. help with hair care</li> <li>f. assist to put on night clothes</li> <li>g. provide back rub</li> <li>h. prepare bed for client</li> <li>i. tidy room</li> </ul> </li> <li>D. Person-centered care (PCC) - promotes choice, purpose and meaning in daily life               <ul style="list-style-type: none"> <li>1. client/resident can direct care and services</li> <li>2. client/resident choice fosters engagement and improves quality of life</li> <li>3. client/resident lives in an environment of trust and respect</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the guidelines for assisting the client with person-centered personal care as evidenced by participation in classroom role-play or discussion.</p>	<ul style="list-style-type: none"> <li>4. client/resident is in a close relationship with staff that are attuned to his/her changes and can respond appropriately</li> <li>5. client/resident continues to live in a way that is meaningful to him/her</li> <li>E. Guidelines for assisting with personal care in a person-centered home-like environment               <ul style="list-style-type: none"> <li>1. promote client dignity                   <ul style="list-style-type: none"> <li>a. address by name</li> <li>b. treat as an adult</li> <li>c. explain what you will be doing</li> <li>d. provide privacy during personal care</li> </ul> </li> <li>2. promote client independence                   <ul style="list-style-type: none"> <li>a. encourage client to perform tasks</li> <li>b. provide time for client to perform tasks</li> </ul> </li> <li>3. respect client preferences                   <ul style="list-style-type: none"> <li>a. permit client to make choices regarding clothing, hair style, make-up</li> <li>b. allow client to choose when to take bath or perform mouth care</li> </ul> </li> <li>4. follow client's routine                   <ul style="list-style-type: none"> <li>a. routine may be comforting</li> <li>b. allows client choice in care</li> </ul> </li> <li>5. follow care plan instructions                   <ul style="list-style-type: none"> <li>a. consistency among staff helps to prevent behavior problems</li> <li>b. assures that client receives all the care and assistance they require</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain what the nurse aide is able to observe while assisting the client with personal care as evidenced by accurate reporting during classroom and skills lab role-play.</p> <p>Identify different pain scales (per facility policy) as evidenced by participation in classroom discussion and skills lab role-play.</p> <p>Identify the purpose of bathing as evidenced by a minimum grade of 80% on the unit test.</p>	<p>F. Observation during personal care</p> <ol style="list-style-type: none"> <li>1. skin <ol style="list-style-type: none"> <li>a. areas that are red, white, bluish</li> <li>b. areas of broken skin</li> <li>c. bruises</li> <li>d. edema</li> <li>e. condition of fingernails and toenails</li> <li>f. blisters</li> <li>g. odors</li> </ol> </li> <li>2. mobility <ol style="list-style-type: none"> <li>a. difficulty walking</li> <li>b. difficulty raising arms to dress</li> <li>c. difficulty repositioning</li> </ol> </li> <li>3. flexibility <ol style="list-style-type: none"> <li>a. difficulty bending a joint</li> </ol> </li> <li>4. complaint of pain (verbal or nonverbal) <ol style="list-style-type: none"> <li>a. location of pain</li> <li>b. cause of pain</li> <li>c. description of pain</li> <li>d. duration of pain</li> <li>e. what causes pain to cease</li> </ol> </li> <li>5. change in level of consciousness <ol style="list-style-type: none"> <li>a. drowsy</li> <li>b. confused</li> <li>c. disoriented to person, place, time</li> <li>d. not able to arouse</li> </ol> </li> </ol> <p>II. Bathing</p> <p>A. Purpose</p> <ol style="list-style-type: none"> <li>1. clean the skin</li> <li>2. eliminate body odor</li> <li>3. relax and refresh client</li> <li>4. exercise muscles</li> <li>5. stimulate blood flow to skin</li> <li>6. improve client self-esteem</li> <li>7. nurse aide can observe skin</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor/licensed nurse.</p> <p>Explain the importance of following the correct sequence of bathing as evidenced by participation in classroom discussion.</p>	<p>bringing client to room</p> <ol style="list-style-type: none"> <li>7. follow facility policy for cleaning bathing area before and after client use</li> <li>8. make sure floor in bathing area is dry before client walks on it</li> <li>9. use non-slip mats in tub</li> <li>10. hand rails and grab bars should be sturdy and secured to the walls</li> <li>11. do not leave client unattended in bathing area</li> <li>12. check water temperature before client tests water (should not be greater than 105°F.); test on inside of wrist or elbow</li> <li>13. have client check water temperature (not too hot; not too cold)</li> <li>14. wear gloves to bathe client</li> <li>15. do not have electrical items (razors, hair dryers) near water source</li> <li>16. remember to report any observations of changes in client's condition or behavior to appropriate supervisor</li> </ol> <p>E. Order of bathing</p> <ol style="list-style-type: none"> <li>1. clean to dirty to prevent transferring micro-organisms from one part of the body to another</li> <li>2. eyes first – nose to temple (no soap)</li> <li>3. face (no soap)</li> <li>4. ears</li> <li>5. neck</li> <li>6. arms, underarms (axilla), hands – from torso outward</li> <li>7. chest</li> <li>8. abdomen</li> <li>9. legs, feet – from torso downward</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to give a shower as evidenced by a Satisfactory rating on the Skills Record during the clinical experience.</p>	<ul style="list-style-type: none"> <li>10. back</li> <li>11. perineum</li> <li>12. buttocks</li> <li>F. Giving a shower               <ul style="list-style-type: none"> <li>1. Supplies                   <ul style="list-style-type: none"> <li>a. Soap (client may have personal preference for type of soap used)</li> <li>b. washcloths</li> <li>c. towels</li> <li>d. clean clothes</li> <li>e. non-skid footwear</li> <li>f. gloves</li> <li>g. lotion/cream/oil</li> <li>h. deodorant</li> <li>i. shampoo</li> </ul> </li> <li>2. make sure shower room is clean, including shower chair</li> <li>3. explain procedure to client</li> <li>4. with client's input gather clean clothing, personal toiletries</li> <li>5. have client wear non-skid footwear</li> <li>6. transport client to shower room, making sure client is fully covered and warm</li> <li>7. lock wheels of shower chair when client has been transported to shower</li> <li>8. test temperature of water before running water on client</li> <li>9. put on gloves</li> <li>10. assist client to undress, removing non-skid footwear last</li> <li>11. encourage client to wash face, arms, chest, abdomen, and hands</li> <li>12. wash client's back, legs, feet and perineum</li> <li>13. rinse, being careful to remove all</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of a shower on facility ADL Form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to give a tub bath as evidenced by a Satisfactory rating on the Skills Record during the clinical experience.</p>	<p>soap residue</p> <ol style="list-style-type: none"> <li>14. cover client's back with towel after washing and rinsing to keep client warm</li> <li>15. unlock shower chair wheels, roll client to dressing area and dry with bath towels, including under breasts and between the toes</li> <li>16. place bath blanket around shoulders to keep client warm</li> <li>17. apply deodorant and lotion per client's request and as needed</li> <li>18. remove gloves and wash hands</li> <li>19. assist client to put on clean clothes, including non-skid footwear</li> <li>20. return client to room</li> <li>21. assist with remainder of grooming: hair care, shaving, nail care</li> <li>22. help client to comfortable position</li> <li>23. place call bell within reach</li> <li>24. wash hands</li> <li>25. be courteous and respectful to client at all times</li> <li>26. report any observations of changes in client's condition or behavior to appropriate supervisor</li> <li>27. document on ADL (Activities of Daily Living) Form or designated documentation tool per facility policy</li> </ol> <p>G. Giving a tub bath</p> <ol style="list-style-type: none"> <li>1. equipment is the same as shower</li> <li>2. make sure tub room is clean, including the bathtub</li> <li>3. explain procedure to client</li> <li>4. with client's input gather clean clothing, personal toiletries</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ol style="list-style-type: none"> <li>5. have client wear non-skid footwear</li> <li>6. ambulate or transport client to tub room, making sure client is fully covered and warm</li> <li>7. lock wheels of tub chair or tub lift when client has been safely transferred to chair or lift</li> <li>8. test temperature of water and fill tub half-full with warm water</li> <li>9. put on gloves</li> <li>10. assist client to undress, removing non-skid footwear last</li> <li>11. encourage client to wash face, arms, chest, abdomen, and hands</li> <li>12. wash client's back, legs, feet and perineum</li> <li>13. rinse, being careful to remove all soap residue</li> <li>14. cover client's back with towel after washing and rinsing to keep client warm</li> <li>15. remove client from tub and dry with bath towels, including under breasts and between the toes</li> <li>16. place bath blanket around shoulders to keep client warm</li> <li>17. apply deodorant and lotion per client's request and as needed</li> <li>18. remove gloves and wash hands</li> <li>19. assist client to put on clean clothes, including non-skid footwear</li> <li>20. return client to room</li> <li>21. assist with remainder of grooming: hair care, shaving, nail care</li> <li>22. help client to comfortable position</li> <li>23. place call bell within reach</li> <li>24. wash hands</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of a tub bath on facility ADL Form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to give a partial bed bath as evidenced by a Satisfactory rating on the Skills Record during the clinical experience.</p>	<ol style="list-style-type: none"> <li>25. be courteous and respectful to client at all times</li> <li>26. report any observations of changes in client's condition or behavior to appropriate supervisor</li> <li>27. document on ADL (Activities of Daily Living) Form or designated documentation tool per facility policy</li> </ol> <p>H. Giving a partial bath</p> <ol style="list-style-type: none"> <li>1. used on days client does not receive complete bath or shower</li> <li>2. explain procedure to client</li> <li>3. with client's input gather clean clothing, personal toiletries</li> <li>4. have client wear non-skid footwear</li> <li>5. transport client to bathroom, making sure client is fully covered and warm</li> <li>6. lock wheels of chair when client has been transported to bathroom</li> <li>7. if giving a partial bed bath, raise level of bed to waist-height of the nurse aide (lock bed wheels)</li> <li>8. test temperature of water at sink or before filling bath basin about half-full</li> <li>9. Have client test water temperature (not too hot; not too cold)</li> <li>10. put on gloves</li> <li>11. assist client to undress, removing non-skid footwear last</li> <li>12. encourage client to wash face, underarms, and hands</li> <li>13. assist client to wash perineum remembering to wash front to back, rinse front to back and dry front to</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of a partial bed bath on facility ADL Form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to give a complete bed bath as evidenced by a Satisfactory rating on the Skills Record during the clinical experience.</p>	<p>back</p> <ol style="list-style-type: none"> <li>14. help client to rinse being careful to remove all soap residue</li> <li>15. apply deodorant and lotion per client's request and as needed</li> <li>16. remove any wet bed linens</li> <li>17. remove gloves and wash hands</li> <li>18. assist client to put on clean clothes, including non-skid footwear</li> <li>19. remake bed, if needed</li> <li>20. assist with remainder of grooming: hair care, shaving, nail care</li> <li>21. help client to comfortable position chair or bed)</li> <li>22. place call bell within reach</li> <li>23. if partial bed bath was given, return bed to low position</li> <li>24. wash hands</li> <li>25. be courteous and respectful to client at all times</li> <li>26. report any observations of changes in client's condition or behavior to appropriate supervisor</li> <li>27. document on ADL (Activities of Daily Living) Form, or designated documentation tool per facility policy</li> </ol> <p>I. Giving a complete bed bath</p> <ol style="list-style-type: none"> <li>1. supplies are the same as above with addition of bath basin</li> <li>2. explain procedure to client</li> <li>3. provide client privacy by pulling privacy curtain or closing client's door</li> <li>4. with client's input gather clean clothing, personal toiletries</li> <li>5. test temperature of water at sink</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>before filling bath basin about half-full and taking to bedside</p> <ol style="list-style-type: none"> <li>6. have client verify water temperature is OK</li> <li>7. raise level of bed to waist-height of the nurse aide and lock wheels of bed</li> <li>8. cover client with bath blanket to maintain warmth and remove night clothing</li> <li>9. put on gloves</li> <li>10. beginning with eyes, wash eyes with wet washcloth (no soap) using different area of washcloth for each eye, washing from the nose toward the temple</li> <li>11. wash remainder of face</li> <li>12. dry face with towel</li> <li>13. keeping client covered with bath blanket, expose one (1) arm placing a clean, dry towel under the exposed arm</li> <li>14. with soap on the washcloth, wash arm, hand and underarm</li> <li>15. rinse arm, hand, underarm and pat dry with towel and place under bath blanket</li> <li>16. repeat process for 2<sup>nd</sup> arm</li> <li>17. expose client's chest and abdomen and with soap on washcloth wash chest (including under the breasts) and abdomen</li> <li>18. rinse and dry chest and abdomen and cover with bath blanket</li> <li>19. expose one leg and foot and place clean, dry towel under leg</li> <li>20. with soap on the washcloth, wash</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>leg and foot (including between the toes) and rinse</p> <ol style="list-style-type: none"> <li>21. dry leg and foot with towel that is underneath leg</li> <li>22. cover leg and foot with bath blanket</li> <li>23. repeat process for 2<sup>nd</sup> leg and foot</li> <li>24. wash front of perineum, front to back               <ol style="list-style-type: none"> <li>a. use clean area of washcloth for each stroke</li> <li>b. using clean washcloth, rinse soap from perineum, front to back using clean area of washcloth for each stroke</li> </ol> </li> <li>25. dry perineum, front to back with towel</li> <li>26. return bed to low position</li> <li>27. empty bath basin and refill with clean, warm water</li> <li>28. raise bed to comfortable level for the nurse aide and raise side rail on opposite side of bed</li> <li>29. turn client on side toward raised side rail and wash rectal area with clean washcloth and soap front to back with clean area of washcloth for each stroke</li> <li>30. dry with towel</li> <li>31. reposition client</li> <li>32. apply deodorant and lotion per client's request and as needed</li> <li>33. remove gloves and wash hands</li> <li>34. assist client to put on clean clothes, including non-skid footwear, if appropriate</li> <li>35. assist with remainder of grooming: hair care, shaving, nail care</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of a complete bed bath on facility ADL Form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to give modified bed bath (face, 1 arm, hand and underarm) as evidenced by Satisfactory rating on Skills Record.</p> <p>Identify terms associated with oral hygiene as evidenced by participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>36. help client to comfortable position</li> <li>37. place call bell within reach</li> <li>38. return bed to low position</li> <li>39. empty, rinse, dry basin and store per facility policy</li> <li>40. dispose of soiled washcloths, towels and linen per facility policy</li> <li>41. be courteous and respectful to client at all times</li> <li>42. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> <li>43. document on ADL (Activities of Daily Living) Form, or designated documentation tool per facility policy</li> </ol> <p>J. Give a modified bed bath</p> <ol style="list-style-type: none"> <li>1. skill required for NNAAP testing <ol style="list-style-type: none"> <li>a. follow the procedure for "Gives Modified Bed Bath" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> </ol> </li> </ol> <p>III. Oral Hygiene</p> <p>A. Definitions</p> <ol style="list-style-type: none"> <li>1. oral hygiene <ol style="list-style-type: none"> <li>a. teeth</li> <li>b. gums</li> <li>c. tongue</li> <li>d. bridge</li> <li>e. dentures</li> </ol> </li> <li>2. periodontal disease - diseases of the gums</li> <li>3. plaque <ol style="list-style-type: none"> <li>a. sticky, colorless deposit that forms on teeth</li> <li>b. develops when food containing</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>carbohydrates is left on the teeth</p> <p>c. bacteria live in plaque and destroy the tooth enamel causing tooth decay</p> <p>4. tartar</p> <p>a. plaque left on teeth more than 24 hours hardens into tartar</p> <p>b. promotes tooth decay and gum disease, gingivitis</p> <p>5. gingivitis</p> <p>a. inflammation of gums caused by bacteria and plaque that remain on teeth</p> <p>b. can be prevented with regular brushing, flossing and cleaning by a dentist</p> <p>6. periodontitis</p> <p>a. inflammation of gums becomes more severe</p> <p>b. gums pull away from teeth allowing bacteria and food to accumulate</p> <p>c. gums become infected</p> <p>d. teeth become loose and fall out or must be removed</p> <p>7. halitosis</p> <p>a. bad breath</p> <p>b. caused by poor oral hygiene</p> <p>c. bacteria and plaque build-up around un-brushed teeth producing odor</p> <p>8. bridge</p> <p>a. may be permanent or removable</p> <p>b. bridge a gap between client's own teeth with a false tooth/teeth</p> <p>c. attach to client's own teeth</p> <p>9. edentulous - toothless</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate an understanding of the importance of oral hygiene as evidenced by participation in classroom discussion.</p> <p>Describe observations that the nurse aide may make while providing oral hygiene to a client as evidenced by accurate documentation on client observation form during role-play in skills lab.</p>	<ul style="list-style-type: none"> <li>10. dentures               <ul style="list-style-type: none"> <li>a. removable replacement for teeth and gums</li> <li>b. all client's teeth are removed</li> <li>c. may have upper – replaces teeth in upper jaw</li> <li>d. lower denture – replaces teeth in lower jaw</li> </ul> </li> <li>B. Purpose of oral hygiene               <ul style="list-style-type: none"> <li>1. Keep mouth clean</li> <li>2. remove food and bacteria from teeth, tongue, gums, cheeks</li> <li>3. prevent tooth decay and gum disease</li> <li>4. prevent bad breath</li> </ul> </li> <li>C. Observations to make while assisting with oral care               <ul style="list-style-type: none"> <li>1. lips                   <ul style="list-style-type: none"> <li>a. dry</li> <li>b. cracked</li> <li>c. bleeding</li> <li>d. chapped</li> <li>e. cold sores (fever blisters)</li> </ul> </li> <li>2. tongue, gums, and cheeks                   <ul style="list-style-type: none"> <li>a. red, white or swollen areas</li> <li>b. sores or white spots</li> <li>c. bleeding</li> </ul> </li> <li>3. teeth                   <ul style="list-style-type: none"> <li>a. loose</li> <li>b. cracked</li> <li>c. chipped</li> <li>d. broken</li> <li>e. discolored</li> <li>f. missing</li> </ul> </li> <li>4. dentures (partial, upper, lower)                   <ul style="list-style-type: none"> <li>a. chipped</li> <li>b. cracked</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the guidelines for good oral hygiene as evidenced by a minimum grade of 80% on unit test.</p> <p>Demonstrate how to provide mouth care as evidenced by Satisfactory rating on skills Record for skills lab and for clinical.</p>	<ul style="list-style-type: none"> <li>c. fit poorly</li> <li>5. breath               <ul style="list-style-type: none"> <li>a. bad breath that does not go away with brushing</li> <li>b. fruity aroma to breath</li> </ul> </li> <li>6. difficulty swallowing               <ul style="list-style-type: none"> <li>a. gagging</li> <li>b. choking</li> </ul> </li> <li>7. client complains of pain in mouth</li> <li>D. Guidelines for good oral hygiene               <ul style="list-style-type: none"> <li>1. brush teeth after each meal and at bedtime</li> <li>2. floss once a day</li> <li>3. rinse dentures after each meal</li> <li>4. remove dentures at bedtime and soak overnight in soaking solution</li> </ul> </li> <li>E. Supplies to provide oral care               <ul style="list-style-type: none"> <li>1. toothbrush</li> <li>2. toothpaste</li> <li>3. emesis basin</li> <li>4. gloves</li> <li>5. towel</li> <li>6. glass of water</li> <li>7. denture cup for client with dentures</li> <li>8. floss</li> <li>9. mouthwash</li> </ul> </li> <li>F. Provide mouth care               <ul style="list-style-type: none"> <li>1. consider the toothbrush as a “clean” instrument throughout procedure</li> <li>2. encourage client to be as independent as he can</li> <li>3. independent client may only need assistance gathering supplies or transport to the bathroom</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of mouth care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to provide mouth care for an edentulous client as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document performance of mouth care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to floss a client's teeth as evidenced by satisfactory practice in skills lab.</p>	<ol style="list-style-type: none"> <li>4. follow the procedure for "Provides Mouth Care" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>5. document procedure on Activities of Daily Living form, or designated documentation tool per facility policy</li> <li>6. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ol> <p>G. Provide mouth care for edentulous client</p> <ol style="list-style-type: none"> <li>1. even though teeth are absent, mouth care is important</li> <li>2. use foam-tipped applicators moistened with mouthwash or half-strength mouthwash/hydrogen peroxide to clean gums</li> <li>3. use applicators to clean tongue</li> <li>4. rinse mouth with mouthwash</li> <li>5. document procedure on Activities of Daily Living form, or designated documentation tool per facility policy</li> <li>6. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ol> <p>H. Flossing teeth</p> <ol style="list-style-type: none"> <li>1. purpose <ol style="list-style-type: none"> <li>a. cleans food and bacteria from between teeth where toothbrush cannot reach</li> </ol> </li> <li>2. equipment <ol style="list-style-type: none"> <li>a. dental floss</li> <li>b. gloves</li> <li>c. towel</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>d. water for client to drink</li> <li>e. emesis basin</li> <li>3. procedure               <ul style="list-style-type: none"> <li>a. identify yourself to client</li> <li>b. explain what you will be doing</li> <li>c. provide privacy</li> <li>d. wash hands</li> <li>e. gather supplies</li> <li>f. place client in upright sitting position with towel over chest                   <ul style="list-style-type: none"> <li>i. if client in bed, raise bed to waist-height and lower side rail closest to you</li> </ul> </li> <li>g. put on gloves</li> <li>h. wrap ends of floss securely around each of your index fingers</li> <li>i. beginning with back teeth, using a sawing motion, move floss up and down between teeth</li> <li>j. gently slip floss into space between gum and tooth</li> <li>k. repeat on each side of the tooth</li> <li>l. after every 2 teeth, unwind floss and use a new area of floss</li> <li>m. offer client water to drink and provide emesis basin to spit the water into</li> <li>n. clean client's mouth with towel</li> <li>o. return bed to low position, replace side rail as appropriate</li> <li>p. place call bell within reach of client</li> <li>q. clean and return supplies to appropriate storage area</li> <li>r. remove and dispose of gloves and used floss</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of flossing teeth on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to provide denture care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Accurately document performance of denture care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to provide mouth care for an unconscious client as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<ul style="list-style-type: none"> <li>s. wash hands</li> <li>t. document procedure on Activities of Daily Living form, or designated documentation tool, per facility policy</li> <li>u. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> <li>I. Provide denture care               <ul style="list-style-type: none"> <li>1. always wear gloves when handling dentures</li> <li>2. dentures are very expensive, handle with care</li> <li>3. always store in water                   <ul style="list-style-type: none"> <li>a. prevents cracking</li> </ul> </li> <li>4. follow the procedure for "Cleans Upper or Lower Denture" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>5. document procedure on Activities of Daily Living form or designated documentation tool, per facility policy</li> <li>6. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul> </li> <li>J. Provide oral care for unconscious client               <ul style="list-style-type: none"> <li>1. require frequent mouth care                   <ul style="list-style-type: none"> <li>a. prevent mucous membranes from drying</li> <li>b. keep teeth and gums moist</li> <li>c. keeps lips moist to prevent cracking</li> </ul> </li> <li>2. supplies                   <ul style="list-style-type: none"> <li>a. toothbrush or foam-tipped applicator</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>b. toothpaste or cleaning solution</li> <li>c. gloves</li> <li>d. towel</li> <li>e. emesis basin</li> <li>f. lip lubricant</li> </ul> <p>3. procedure</p> <ul style="list-style-type: none"> <li>a. identify yourself to client and explain what you will do, even though client is unconscious</li> <li>b. provide client privacy</li> <li>c. wash hands</li> <li>d. gather supplies</li> <li>e. raise bed to waist-height and lock wheels of bed</li> <li>f. lower side rail closest to you</li> <li>g. turn client on side, facing you</li> <li>h. put on gloves</li> <li>i. place towel under client cheek and chin</li> <li>j. place emesis basin next to cheek and chin to catch fluid from mouth</li> <li>k. using moistened toothbrush or foam-tipped applicator gently clean teeth, gums, tongue</li> <li>l. rinse and remoisten brush or applicator as needed</li> <li>m. when finished use towel to dry client's face</li> <li>n. remove towel and basin</li> <li>o. apply lip lubricant</li> <li>p. reposition client</li> <li>q. replace side rail to appropriate position</li> <li>r. return bed to low position</li> <li>s. place call bell within client's reach</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of mouth care for the unconscious client on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Identify the components of personal grooming as evidenced by a minimum grade of 80% on the unit test.</p> <p>Explain how to shampoo a client's hair as evidenced by Satisfactory rating on the Skills Record during clinical experience.</p>	<ul style="list-style-type: none"> <li>t. clean and store equipment</li> <li>u. dispose of linen</li> <li>v. remove gloves and wash hands</li> <li>w. document procedure on Activities of Daily Living form, or designated documentation tool, per facility policy</li> <li>x. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul> <p>IV. Grooming</p> <p>A. Maintaining neat, clean, and well-groomed appearance</p> <ul style="list-style-type: none"> <li>1. hair care</li> <li>2. shaving</li> <li>3. make-up</li> <li>4. fingernail care</li> <li>5. foot care</li> </ul> <p>B. Hair care</p> <ul style="list-style-type: none"> <li>1. shampooing client's hair               <ul style="list-style-type: none"> <li>a. always ask client if he/she wants hair shampooed</li> <li>b. many facilities have beauty shop for resident/client to use weekly or bi-weekly</li> <li>c. easiest to perform during shower                   <ul style="list-style-type: none"> <li>i. provide client cloth to cover/protect eyes</li> <li>ii. with hand-held shower head, wet hair with warm water</li> <li>iii. apply client's preferred shampoo and lather, gently massaging scalp</li> <li>iv. thoroughly rinse shampoo from hair</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to provide hair care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>i. towel dry hair and wrap hair in towel to transport client back to room</li> <li>v. document procedure on Activities of Daily Living form, per facility policy</li> <li>vi. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul> </li> <li>d. shampoo in bed (some facilities have shampoo basin for use in bed)</li> <li>e. dry, powder shampoo may be used for bed-ridden client</li> <li>2. daily hair care               <ul style="list-style-type: none"> <li>a. improves self-esteem</li> <li>b. client chooses how to style his/her hair</li> <li>c. brushing hair massages scalp</li> <li>d. prevents tangles</li> </ul> </li> <li>3. equipment               <ul style="list-style-type: none"> <li>a. client's own comb and/or brush</li> <li>b. mirror</li> <li>c. towel</li> <li>d. hair care items requested by client</li> </ul> </li> <li>4. procedure to provide hair care               <ul style="list-style-type: none"> <li>a. identify yourself to client and explain what you will be doing</li> <li>b. gather supplies</li> <li>c. wash hands</li> <li>d. provide for client privacy</li> <li>e. place towel over shoulders to collect hair that comes out while combing/brushing</li> <li>f. gently comb/brush hair starting</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of hair care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Explain guidelines for nurse aide when shaving a client as evidenced by participation in classroom discussion.</p>	<p>at the ends and working toward the scalp</p> <p>g. remove tangles first</p> <p>h. then brush hair from scalp to ends of hair</p> <p>i. style as client prefers</p> <p>j. clean hair from comb and/or brush and return equipment to appropriate storage</p> <p>k. dispose of towel per facility policy</p> <p>l. position client comfortably</p> <p>m. place call bell within client's reach</p> <p>n. wash hands</p> <p>o. document procedure on Activities of Daily Living form, or designated documentation tool, per facility policy</p> <p>p. report any observations of changes in client's condition or behavior to appropriate licensed nurse</p> <p>C. Shaving</p> <p>1. guidelines for shaving men facial hair</p> <p>a. respect client preference</p> <p>b. follow the facility policy for shaving</p> <p>c. some clients/residents do not wish to shave daily</p> <p>d. always wear gloves when shaving</p> <p>e. before shaving with safety or disposable razor, soften facial hair with warm, moist cloth</p> <p>f. always shave in same direction</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the different types of razors including how the nurse aide would use each type as evidenced by satisfactory practice in the skills lab.</p>	<ul style="list-style-type: none"> <li>as the hair grows</li> <li>g. follow client preference for shaving and after-shave products</li> <li>h. discard disposable razors in the biohazard container</li> <li>i. never cut or trim client's facial hair without their permission</li> <li>2. supplies               <ul style="list-style-type: none"> <li>a. electric razor                   <ul style="list-style-type: none"> <li>i. safest</li> <li>ii. does not require shaving cream or soap</li> <li>iii. prevents nicks and cuts</li> <li>iv. should be used if client receiving anti-coagulant medications</li> <li>v. do not use near water source or when oxygen is in use</li> </ul> </li> <li>b. disposable razor                   <ul style="list-style-type: none"> <li>i. requires shaving cream or soap</li> <li>ii. may make nicks or cuts because they are very sharp</li> </ul> </li> <li>c. safety razor                   <ul style="list-style-type: none"> <li>i. requires shaving cream or soap</li> <li>ii. blades need to be changed when become dull</li> <li>iii. dispose of old blades in biohazard container</li> <li>iv. may make nicks or cuts because they are very sharp</li> </ul> </li> <li>d. towels</li> <li>e. washcloth</li> <li>f. mirror</li> <li>g. shaving cream or soap</li> <li>h. gloves</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Demonstrate how to shave a client/resident as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.	3. procedure for shaving male client/resident <ul style="list-style-type: none"> <li>a. identify yourself and explain what you will be doing</li> <li>b. gather supplies</li> <li>c. fill basin half-full of warm water for use with client in bed</li> <li>d. provide for client privacy</li> <li>e. if client is in bathroom, position him in front of mirror</li> <li>f. if client is in bed, raise bed to waist-height, lower side rail closest to you and raise head of bed to sitting position</li> <li>g. put on gloves</li> <li>h. for safety or disposable razor               <ul style="list-style-type: none"> <li>i. drape towel over client's chest</li> <li>ii. moisten beard with warm, moist cloth</li> <li>iii. apply shaving cream or lathered soap to cheeks, chin and front of neck</li> <li>iv. holding skin taut shave in direction hair grows (downward on face, upward on neck)</li> <li>v. rinse razor frequently to get rid of excess cream/soap/whiskers</li> <li>vi. offer mirror to client for approval</li> <li>vii. wash, rinse and dry face and neck</li> <li>viii. apply after-shave per client preference</li> <li>ix. remove and dispose of towel</li> <li>x. remove gloves and wash hands</li> </ul> </li> <li>i. for electric razor</li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document shaving on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p>	<ul style="list-style-type: none"> <li>i. do not use near the sink</li> <li>ii. place towel on client's chest</li> <li>iii. put on gloves</li> <li>iv. apply pre-shave lotion per client preference</li> <li>v. holding skin taut shave with smooth, even, circular motions if razor has 3 heads, otherwise go back and forth in direction of hair growth (downward on face and upward on neck)</li> <li>vi. offer mirror to client for approval</li> <li>vii. apply after-shave per client preference</li> <li>viii. remove and dispose of towel</li> <li>ix. remove gloves and wash hands</li> <li>x. remove any loose hairs from client</li> <li>xi. position client comfortably</li> <li>j. if in bed, return bed to low position</li> <li>k. place call bell within client's reach</li> <li>l. clean razor of hair and/or soap</li> <li>m. return equipment to appropriate storage</li> <li>n. document procedure on Activities of Daily Living form, per facility policy</li> <li>o. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss procedure for shaving a female client/resident as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Explain why make-up may be important for the client as evidenced by participation in classroom discussion.</p> <p>Identify the importance of fingernail care as evidenced by participation in classroom discussion.</p> <p>Describe guidelines the nurse aide should follow when providing nail care as evidenced by Satisfactory rating on Skills Record during skills lab and clinical.</p>	<ol style="list-style-type: none"> <li>4. procedure for shaving a female client/resident               <ol style="list-style-type: none"> <li>a. always obtain client consent</li> <li>b. some women want to shave unwanted facial</li> <li>c. hair, underarm hair and/or leg hair follow same procedure as for male client</li> </ol> </li> <li>D. Make-up               <ol style="list-style-type: none"> <li>1. important for sense of well-being and self-esteem</li> <li>2. follow client's wishes regarding make-up</li> <li>3. encourage independence but assist as required</li> <li>4. many clients/residents also like to wear jewelry during the day: necklace, pin, etc.</li> <li>5. take time to follow client's preferences</li> </ol> </li> <li>E. Fingernail care               <ol style="list-style-type: none"> <li>1. purpose of nail care                   <ol style="list-style-type: none"> <li>a. nails collect micro-organisms</li> <li>b. long, jagged nails can scratch client, care giver or another client</li> <li>c. improves self-esteem</li> </ol> </li> <li>2. guidelines for nail care                   <ol style="list-style-type: none"> <li>a. do not cut with scissors or trim with nail clippers</li> <li>b. file nails straight across using emery board and shape the nail</li> <li>c. no shorter than the end of the finger</li> <li>d. never share nail equipment between clients</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by classroom discussion.</p> <p>Demonstrate how to provide fingernail care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<ol style="list-style-type: none"> <li>3. observations nurse aide may make               <ol style="list-style-type: none"> <li>a. pain or tenderness in hands/fingers</li> <li>b. dry, cracked skin</li> <li>c. bruising</li> <li>d. discolored nail beds</li> </ol> </li> <li>4. supplies               <ol style="list-style-type: none"> <li>a. orangewood stick</li> <li>b. emery board (nail file)</li> <li>c. lotion</li> <li>d. basin with warm water</li> <li>e. soap</li> <li>f. gloves</li> <li>g. towel</li> </ol> </li> <li>5. provide fingernail care               <ol style="list-style-type: none"> <li>a. identify yourself by name</li> <li>b. wash your hands</li> <li>c. explain procedure to client</li> <li>d. provide for privacy with curtain, screen or door</li> <li>e. if client is in bed, adjust bed to safe level, usually waist high and lock the wheels</li> <li>f. fill basin halfway with warm water, no warmer than 105° and place basin at comfortable level for client (have client check water temperature)</li> <li>g. put on gloves</li> <li>h. soak client's hands and nails in water at least 5 minutes</li> <li>i. remove one hand from water, wash with soapy wash cloth; rinse; pat dry with towel, including between fingers</li> <li>j. place hand on towel</li> <li>k. gently clean under each</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of fingernail care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p>	<p>fingernail with the orangewood stick, wiping orangewood stick on towel after cleaning under each nail</p> <ol style="list-style-type: none"> <li>l. repeat steps i-k for the second hand</li> <li>m. wash and rinse both hands again and dry thoroughly between fingers</li> <li>n. shape fingernails with emery board or nail file</li> <li>o. finish with nail smooth and free of rough edges</li> <li>p. apply lotion from fingertips to wrists</li> <li>q. empty, rinse and dry basin before placing in designated dirty supply area or returning to storage per facility policy</li> <li>r. place soiled clothing and linens in proper containers</li> <li>s. remove and discard gloves before washing your hands</li> <li>t. make client comfortable</li> <li>u. return bed to low position and remove privacy measures</li> <li>v. place call bell within reach of client</li> <li>w. wash hands</li> <li>x. document procedure on Activities of Daily Living form, per facility policy</li> <li>y. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of foot care as evidenced by participation in classroom discussion.</p> <p>Identify guidelines for foot care as evidenced by Satisfactory rating on Skills Record during skills lab and clinical.</p> <p>Discuss observations that the nurse aide may make while providing foot care as evidenced by accurately documenting foot care practiced in skills lab and in clinical.</p>	<p>F. Foot care</p> <ol style="list-style-type: none"> <li>1. purpose               <ol style="list-style-type: none"> <li>a. prevent foot odor</li> <li>b. prevent infection</li> <li>c. prevent pressure ulcer</li> <li>d. prevent complications of diabetes mellitus</li> <li>e. provides nurse aide opportunity to observe feet and toes</li> <li>f. long toenails make wearing shoes uncomfortable</li> </ol> </li> <li>2. guidelines of foot care               <ol style="list-style-type: none"> <li>a. nurse aide may not cut toenails, corns or calluses</li> <li>b. always dry feet thoroughly, including between the toes</li> <li>c. put on clean socks every day</li> </ol> </li> <li>3. observations the nurse aide may make during foot care               <ol style="list-style-type: none"> <li>a. dry skin</li> <li>b. breaks or tears in the skin (including between toes)</li> <li>c. ingrown nails</li> <li>d. red areas on the feet, heels, or toes</li> <li>e. drainage or bleeding</li> <li>f. change in color of skin or nails</li> <li>g. heels that are soft or whitish or discolored</li> <li>h. corns, blisters, calluses, warts</li> <li>i. complaints of pain, burning or tenderness in feet, heels, or toes</li> <li>j. rash</li> <li>k. unusual odor</li> </ol> </li> <li>4. supplies               <ol style="list-style-type: none"> <li>a. basin</li> <li>b. towels</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to provide foot care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document performance of foot care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by classroom discussion.</p> <p>Describe the importance of daily dressing as evidenced by participation in classroom discussion.</p> <p>Discuss guidelines the nurse aide should follow when helping a client to dress as evidenced by Satisfactory rating on Skills Record in lab and in clinical.</p>	<ul style="list-style-type: none"> <li>c. soap</li> <li>d. lotion</li> <li>e. gloves</li> <li>f. washcloth</li> <li>g. clean socks</li> <li>5. provide foot care               <ul style="list-style-type: none"> <li>a. follow the procedure for “Provides Foot Care on One Foot” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. document procedure on Activities of Daily Living form, per facility policy</li> <li>c. report any observations of changes in client’s condition or behavior to appropriate licensed nurse</li> </ul> </li> </ul> <p>V. Dressing</p> <p>A. Purpose</p> <ul style="list-style-type: none"> <li>1. everyone should dress in clean clothes every day</li> <li>2. promotes self-esteem</li> <li>3. cleanliness helps to prevent odors</li> </ul> <p>B. Guidelines for dressing client (explain procedure and provide privacy)</p> <ul style="list-style-type: none"> <li>1. encourage client to be as independent as possible within their capabilities</li> <li>2. provide client opportunity to make choices regarding what clothing to wear</li> <li>3. allow client time to make decisions and choices</li> <li>4. clothing should be appropriate to time of year, temperature of surroundings</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify assistive devices that are useful for clients when they are dressing themselves as evidenced by using these devices appropriately in skills lab and in clinical.</p> <p>Explain observations the nurse aide may make when assisting the client to dress as evidenced by participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>5. all of client's clothing should be labeled with name and room number</li> <li>6. handle client's clothing with care</li> <li>7. report to supervisor any clothing that needs to be repaired in any way</li> <li>8. provide client privacy when dressing or undressing</li> <li>9. report to supervisor or family clothing and shoes that are too big or too small</li> <li>10. begin dressing on the weak side</li> <li>11. begin undressing on the strong side</li> <li>12. dresses that open in the front are easier to put on than ones that open in the back</li> <li>13. slacks, skirts and pants with elastic waistbands are preferable</li> <li>14. shoes should have non-skid soles</li> <li>15. to promote client independence, assistive clothing devices may be required               <ol style="list-style-type: none"> <li>a. zipper pull</li> <li>b. extended shoe horn</li> <li>c. button hole helper</li> <li>d. long handled graspers</li> <li>e. Velcro openings</li> </ol> </li> <li>C. Observations nurse aide may make when assisting client to dress               <ol style="list-style-type: none"> <li>1. change in flexibility of joints</li> <li>2. weakness of one side of body</li> <li>3. loss of weight if clothing becomes loose</li> <li>4. gaining weight if clothing becomes tight</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify safety measures and precautions the nurse aide should be aware of when assisting the client to dress as evidenced by participation in classroom discussion.</p> <p>Demonstrate how to dress client with affected (weak) right arm as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document dressing on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by classroom discussion.</p> <p>.</p>	<p>D. Safety measures and precautions when assisting client to dress and undress</p> <ol style="list-style-type: none"> <li>1. clothing should fit properly               <ol style="list-style-type: none"> <li>a. not too long</li> <li>b. not too tight</li> <li>c. not too loose</li> </ol> </li> <li>2. shoes should have non-skid soles</li> <li>3. encourage client to sit when putting on socks/stockings and shoes</li> <li>4. provide sweaters and long-sleeved tops if client complains of feeling cool or cold</li> </ol> <p>E. Dress client</p> <ol style="list-style-type: none"> <li>1. if client is independent, provide assistance as requested</li> <li>2. if client needs assistance follow the procedure for “Dresses Client with Affected (weak) Right Arm” in the most current edition of Virginia Nurse Aide Candidate Handbook               <ol style="list-style-type: none"> <li>a. document procedure on Activities of Daily Living form, per facility policy</li> <li>b. report any observations of changes in client’s condition or behavior to appropriate licensed nurse</li> </ol> </li> <li>3. Care of client’s personal clothing               <ol style="list-style-type: none"> <li>a. labeled with name and room number</li> <li>b. place in hamper for laundry when soiled or when removed at end of the day</li> <li>c. store clean clothes per facility policy</li> <li>d. report to supervisor and/or</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the anatomy and physiology of the urinary system as evidenced by being able to correctly identify each component part and its function.</p>	<p>family clothing that needs to be mended e. report to supervisor and/or family clothing/shoes that no longer fit</p> <p>VI. Toileting A. Anatomy and physiology of urinary system</p> <ol style="list-style-type: none"> <li>1. kidneys <ol style="list-style-type: none"> <li>a. most people have 2 kidneys, one on each side of the small of the back</li> <li>b. cleanse and filter the blood</li> <li>c. regulate the balance of water, sodium, potassium</li> <li>d. remove toxins and waste products from blood</li> <li>e. assist to regulate blood pressure</li> </ol> </li> <li>2. urine - fluid created by kidneys from the water and waste products filtered from the blood</li> <li>3. ureters - thin tube that carries urine from each kidney to the bladder</li> <li>4. bladder - collects urine</li> <li>5. internal urethral sphincter - muscle that holds the neck of the bladder closed, keeping the urine in the bladder</li> <li>6. urethra - tube that carries urine from bladder to the outside of the body <ol style="list-style-type: none"> <li>a. about 3- 4 inches long in females</li> <li>b. about 7 – 8 inches long in males</li> </ol> </li> <li>7. external urethral sphincter - muscle that contracts to prevent urine from exiting the urethra</li> <li>8. urethral meatus - opening to the</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Define the terms used in the urinary system as evidenced by participation in classroom discussion.</p> <p>Describe age-related changes seen in the urinary system as evidenced by accurately participating in classroom discussion.</p> <p>Identify normal characteristics of urine as evidenced by participating in classroom discussion.</p>	<p>outside of the body at the end of the urethra</p> <p>B. Process of passing urine from the body</p> <ol style="list-style-type: none"> <li>1. voiding</li> <li>2. micturating</li> <li>3. urinating</li> </ol> <p>C. Urinary incontinence</p> <ol style="list-style-type: none"> <li>1. unable to control the internal sphincter</li> <li>2. involuntary passing of urine</li> </ol> <p>D. Definitions</p> <ol style="list-style-type: none"> <li>1. hematuria - blood in the urine</li> <li>2. anuria – no urine</li> <li>3. dysuria – painful urination</li> <li>4. nocturia – urinating at night</li> <li>5. polyuria – excessive urination</li> </ol> <p>E. Age-related changes to the urinary system</p> <ol style="list-style-type: none"> <li>1. kidneys do not filter the blood as efficiently <ol style="list-style-type: none"> <li>a. increase in blood pressure</li> <li>b. urethral sphincter muscle tone decreases <ol style="list-style-type: none"> <li>i. increases risk of urinary incontinence</li> </ol> </li> </ol> </li> <li>2. bladder is not able to hold as much urine before the sensation that it needs to empty <ol style="list-style-type: none"> <li>a. more frequent urination</li> </ol> </li> <li>3. bladder does not empty completely <ol style="list-style-type: none"> <li>i. increased risk of urinary tract infection</li> </ol> </li> </ol> <p>F. Urine</p> <ol style="list-style-type: none"> <li>1. color <ol style="list-style-type: none"> <li>a. pale yellow – normal</li> <li>b. dark yellow to amber –</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify abnormal characteristics of urine that the nurse aide should report to the appropriate supervisor as evidenced by classroom discussion.</p>	<ul style="list-style-type: none"> <li>dehydrated</li> <li>c. can be affected by food, medications and/or illnesses</li> <li>2. clarity               <ul style="list-style-type: none"> <li>a. should be clear</li> <li>b. cloudy – sign of infection</li> </ul> </li> <li>3. odor               <ul style="list-style-type: none"> <li>a. smells of ammonia</li> <li>b. foods can affect smell – asparagus</li> </ul> </li> <li>4. amount               <ul style="list-style-type: none"> <li>a. adults produce 1200-1500 ml/24 hours</li> <li>b. minimum is 30ml/hour</li> </ul> </li> <li>5. should not contain               <ul style="list-style-type: none"> <li>a. blood</li> <li>b. pus</li> <li>c. mucus</li> <li>d. bacteria</li> <li>e. glucose</li> <li>f. sediment</li> </ul> </li> <li>6. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a. cloudy urine</li> <li>b. dark or rust-colored urine</li> <li>c. strong, offensive smelling urine</li> <li>d. fruity-smelling urine</li> <li>e. blood, pus, mucus in urine</li> <li>f. bacteria or glucose in urine</li> <li>g. sediment</li> <li>h. complaints of pain or burning on urination</li> <li>i. frequent urinary incontinence</li> <li>j. client wakes up frequently during the night to urinate</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the guidelines the nurse aide should follow to promote normal urination patterns as evidenced by participation in classroom discussion.</p> <p>Discuss common disorders of the urinary system, including their signs and symptoms, as evidenced by a minimum grade of 80% on the unit test.</p>	<p>G. Guidelines to promote normal urination</p> <ol style="list-style-type: none"> <li>1. provide privacy</li> <li>2. take to the bathroom as needed</li> <li>3. assist male clients to stand to void, if possible</li> <li>4. if client must use bedpan, raise head of bed to sitting position</li> <li>5. encourage adequate fluid intake</li> <li>6. provide fresh water in easy reach of client</li> <li>7. frequently offer clients fluids to drink</li> <li>8. encourage activity and exercise</li> <li>9. teach Kegel exercises to female clients</li> <li>10. answer call bells promptly</li> <li>11. take client to bathroom every 2 hours to avoid incontinence</li> </ol> <p>H. Common disorders of the urinary system</p> <ol style="list-style-type: none"> <li>1. urinary tract infection (UTI) <ol style="list-style-type: none"> <li>a. usually a bacterial infection</li> <li>b. causes <ol style="list-style-type: none"> <li>i. wiping incorrectly and contaminating urethra with bowel movement</li> <li>ii. not emptying the bladder completely</li> <li>iii. indwelling urinary catheter</li> </ol> </li> <li>c. symptoms <ol style="list-style-type: none"> <li>i. urgency</li> <li>ii. complaints of pain or burning with urination</li> <li>iii. urinating frequently in small amounts</li> <li>iv. blood in urine</li> </ol> </li> </ol> </li> </ol>			

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	<ul style="list-style-type: none"> <li>v. lower abdominal pain</li> <li>vi. flank pain</li> <li>vii. change in mental status or behavior</li> <li>viii. nausea</li> <li>d. measures to avoid UTI               <ul style="list-style-type: none"> <li>i. wipe perineum front to back</li> <li>ii. drink plenty of fluids</li> <li>iii. Vitamin C helps to prevent UTI                   <ul style="list-style-type: none"> <li>a) orange juice</li> <li>b) cranberry juice</li> </ul> </li> <li>iv. take shower rather than tub bath</li> </ul> </li> <li>e. report to nurse               <ul style="list-style-type: none"> <li>i. complaints of pain or burning on urination</li> <li>ii. foul-smelling urine</li> <li>iii. dark-colored urine</li> <li>iv. blood in urine</li> <li>v. client voids frequently in small amounts</li> <li>vi. urine that looks cloudy</li> <li>vii. sediment in urine</li> </ul> </li> <li>2. urinary retention               <ul style="list-style-type: none"> <li>a. possible causes                   <ul style="list-style-type: none"> <li>i. in men – commonly caused by enlarged prostate - benign prostatic hypertrophy (BPH)</li> <li>ii. in women – may be caused by cystocele (sagging of the bladder) and rectocele (sagging of the lower part of the colon)</li> </ul> </li> <li>b. symptoms                   <ul style="list-style-type: none"> <li>i. unable to empty bladder completely</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>ii. frequent urge to void</li> <li>iii. difficulty starting urine stream</li> <li>iv. weak flow of urine stream</li> <li>v. dribbling after finished voiding</li> <li>vi. distended lower abdomen</li> </ul> </li> <li>c. report any of the above 6 symptoms to the appropriate licensed nurse</li> <li>3. urinary incontinence               <ul style="list-style-type: none"> <li>a. involuntary loss of urine from the bladder</li> <li>b. decreased muscle tone at internal or external sphincter allows urine to “leak”</li> <li>c. symptoms                   <ul style="list-style-type: none"> <li>i. urine leaks when client coughs, sneezes, laughs</li> <li>ii. client cannot “make it to the bathroom in time”</li> </ul> </li> </ul> </li> <li>4. chronic renal failure               <ul style="list-style-type: none"> <li>a. kidneys do not function correctly</li> <li>b. unable to filter waste products and toxins from blood</li> <li>c. unable to regulate water balance and blood pressure</li> <li>d. life-threatening</li> <li>e. most frequent causes                   <ul style="list-style-type: none"> <li>i. high blood pressure</li> <li>ii. diabetes mellitus</li> </ul> </li> <li>f. symptoms                   <ul style="list-style-type: none"> <li>i. unexplained weight gain</li> <li>ii. itching</li> <li>iii. fatigue</li> </ul> </li> </ul> </li> <li>5. end-stage renal disease (ESRD)               <ul style="list-style-type: none"> <li>a. kidneys stop functioning</li> <li>b. client requires dialysis or kidney</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify equipment used with the urinary system as evidenced by satisfactory performance in skills lab when performing skills involving the urinary system.</p>	<ul style="list-style-type: none"> <li>transplant               <ul style="list-style-type: none"> <li>i. dialysis - client's blood flows through a machine that filters out waste products, toxins and extra water                   <ul style="list-style-type: none"> <li>a) usually performed 3 times per week</li> <li>b) required to keep client alive</li> </ul> </li> </ul> </li> <li>I. Equipment used with the urinary system               <ul style="list-style-type: none"> <li>1. urinal                   <ul style="list-style-type: none"> <li>a. mostly used by male clients but there are female urinals (ask if your facility uses them)</li> <li>b. placed between client's leg with penis in the urinal</li> <li>c. can be used standing, sitting or lying down</li> <li>d. do not store on same table used to serve meal tray</li> <li>e. provide privacy for use</li> </ul> </li> <li>2. bedpan (can be used by both male and female)                   <ul style="list-style-type: none"> <li>a. used when client is unable to get out of bed</li> <li>b. two types                       <ul style="list-style-type: none"> <li>i. regular - wide, rounded end placed under client's buttocks</li> <li>ii. fracture pan – used when client has had hip surgery; thin end is placed under client's/resident's buttocks</li> </ul> </li> <li>c. may be very uncomfortable and may damage the client's/resident's skin</li> </ul> </li> <li>3. bedside commode                   <ul style="list-style-type: none"> <li>a. chair frame with a toilet seat and</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss how to provide care to the client/resident with urinary incontinence as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Demonstrate how to provide perineal care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<ul style="list-style-type: none"> <li>collection bucket               <ul style="list-style-type: none"> <li>b. kept at bedside for clients unable to walk into bathroom</li> </ul> </li> <li>4. catheter               <ul style="list-style-type: none"> <li>a. tube inserted through the urinary meatus into the bladder</li> <li>b. drains urine from the bladder</li> <li>c. 3 types                   <ul style="list-style-type: none"> <li>i. straight – temporary – removed as soon as bladder is emptied</li> <li>ii. indwelling – remains in bladder to continuously drain urine into a collection bag</li> <li>iii. condom – fits over the penis and drains urine into a drainage bag                       <ul style="list-style-type: none"> <li>a) Texas catheter is another name</li> </ul> </li> </ul> </li> </ul> </li> <li>5. urinary drainage bags</li> <li>J. Care for client with urinary incontinence               <ul style="list-style-type: none"> <li>1. can be emotionally traumatic for client and family</li> <li>2. treat with respect and dignity</li> <li>3. follow the procedure for “Provides Perineal Care (Peri-Care) for Female” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>4. adaptations of peri-care for male client                   <ul style="list-style-type: none"> <li>a. if client is not circumcised retract foreskin of penis</li> <li>b. hold penis by the shaft</li> <li>c. wash in circular motion from tip of penis down toward the body</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document performance of perineal care on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by classroom discussion.</p>	<ul style="list-style-type: none"> <li>d. use clean area of washcloth for each stroke</li> <li>e. wash scrotum, then the groin</li> <li>f. rinse and dry</li> <li>g. turn client on side</li> <li>h. wash, rinse, dry rectal area</li> <li>i. document procedure on Activities of Daily Living form, per facility policy</li> <li>j. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul> <p>5. management of urinary incontinence</p> <ul style="list-style-type: none"> <li>a. answer call bell promptly</li> <li>b. encourage fluids</li> <li>c. encourage client to walk or exercise</li> <li>d. toilet client q2h</li> <li>e. client wears incontinent pad or brief</li> <li>f. check pad or brief q2h for dryness and change if wet</li> <li>g. keep perineum clean and dry to prevent odor and skin breakdown</li> <li>h. change wet clothing immediately</li> <li>i. treat client with respect and dignity</li> <li>j. anticipate need to toilet</li> <li>k. client may need a catheter</li> </ul> <p>K. Care of client with a catheter</p> <ul style="list-style-type: none"> <li>1. Guidelines for the indwelling catheter               <ul style="list-style-type: none"> <li>a. always wear gloves when emptying catheter drainage bag</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>b. do not touch tip of the clamp to any object when draining the bag</li> <li>c. do not touch the drainage spout to the graduate</li> <li>d. drainage bag should always be lower than the level of the hips or bladder to prevent urine flowing back into the bladder</li> <li>e. never hang the drainage bag from the side rail of the bed</li> <li>f. hang drainage bag from bed frame</li> <li>g. do not have the drainage bag on the floor</li> <li>h. catheter tubing should not touch the floor</li> <li>i. check catheter tubing frequently to assure it is not kinked</li> <li>k. catheter tubing should drape over the thigh, not be under the leg</li> <li>l. use catheter strap to position catheter over the thigh</li> <li>m. do not place tubing over the side rail</li> <li>n. always clean perineum front to back to prevent infection</li> <li>o. keep perineum clean and dry to prevent infection</li> <li>p. do not disconnect drainage tubing from the catheter</li> <li>q. notify appropriate licensed nurse immediately if drainage tubing becomes disconnected</li> <li>2. Care of the client with an indwelling catheter               <ul style="list-style-type: none"> <li>a. follow the procedure for</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to provide catheter care as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document performance of catheter care on facility ADL form as evidenced by Satisfactory rating on Skills Record classroom discussion.</p> <p>Demonstrate how to empty a urinary drainage bag as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<p>“Provides Catheter Care for Female” in the most current edition of Virginia Nurse Aide Candidate Handbook</p> <ul style="list-style-type: none"> <li>b. document procedure on Activities of Daily Living form, per facility policy</li> <li>c. report any observation of changes in client’s condition or behavior to appropriate licensed nurse</li> </ul> <p>3. measuring urinary output</p> <ul style="list-style-type: none"> <li>a. always wear gloves</li> <li>b. always measure with a graduate               <ul style="list-style-type: none"> <li>i. do not use lines on urinal or drainage bag to measure urine output</li> </ul> </li> <li>c. place graduate on counter top and bend knees to have urine level at your eye level to measure</li> <li>d. measure in milliliters (ml)               <ul style="list-style-type: none"> <li>i. 1ml=1cc (cc= centimeter)</li> <li>ii. 30 ml = 1 ounce (oz)</li> </ul> </li> </ul> <p>4. how to empty a drainage bag</p> <ul style="list-style-type: none"> <li>a. identify yourself and explain what you will be doing</li> <li>b. wash hands and put on gloves</li> <li>c. provide for privacy</li> <li>d. obtain graduate</li> <li>e. place paper towel on floor under graduate</li> <li>f. open clamp on drainage bag and allow urine to empty into graduate</li> <li>g. empty entire content of drainage bag</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document urinary output as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by classroom discussion.</p> <p>Discuss how to collect routine urine specimen as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>h. close clamp and return to housing on drainage bag</li> <li>i. measure urine in bathroom by placing graduate on counter top and reading at eye level</li> <li>j. empty urine into toilet and flush</li> <li>k. rinse and dry graduate and store per facility policy</li> <li>l. remove gloves and wash hands</li> <li>m. document output per facility policy</li> <li>n. report any observations of changes in client's urine and/or condition or behavior to appropriate licensed nurse</li> <li>L. Urinary specimens               <ul style="list-style-type: none"> <li>1. routine urine specimen                   <ul style="list-style-type: none"> <li>a. not a sterile specimen</li> <li>b. can be obtained from bedpan, urinal or speci-hat (collector that fits over the porcelain bowl of the toilet and under the seat)</li> <li>c. equipment needed                       <ul style="list-style-type: none"> <li>i. specimen container and lid</li> <li>ii. completed label and lab slip</li> <li>iii. gloves</li> <li>iv. means to collect urine</li> <li>v. supplies for perineal care</li> </ul> </li> <li>d. procedure                       <ul style="list-style-type: none"> <li>i. identify yourself and explain what you need the client to do</li> <li>ii. provide for privacy</li> <li>iii. wash hands and put on gloves</li> <li>iv. assist client to toilet with speci-hat, bedside commode</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document specimen collection as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p>	<p>(BSC), or provide urinal or bedpan</p> <ul style="list-style-type: none"> <li>v. instruct client to urinate but put toilet paper in trash for disposal</li> <li>vi. remove gloves and wash hands</li> <li>vii. assist client to return to comfortable position in room</li> <li>viii. put on clean gloves</li> <li>ix. in bathroom, pour urine into specimen cup until cup is half full, keeping outside of cup clean</li> <li>x. place lid on cup and label immediately</li> <li>xi. rinse and dry any equipment used to collect urine</li> <li>xii. remove gloves and wash hands</li> <li>xiii. place call bell within easy reach of client</li> <li>xiv. document specimen collection per facility policy</li> <li>xv. report any observations of changes in client's urine and/or condition or behavior to appropriate licensed nurse</li> </ul> <p>2. clean-catch urine specimen (mid-stream specimen)</p> <ul style="list-style-type: none"> <li>a. used to determine the presence of bacteria in the urine</li> <li>b. client urinates a small amount to clear the urethra, stops, if possible, then collects sample</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss how to collect clean-catch urine specimen as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>c. procedure for collecting clean-catch specimen               <ul style="list-style-type: none"> <li>i. identify yourself and explain what you need the client to do</li> <li>ii. provide for privacy</li> <li>iii. wash hands and put on gloves</li> <li>iv. assist client to bathroom</li> <li>v. open specimen kit keeping inside of specimen cup from touching anything</li> <li>vi. instruct client to clean perineum prior to obtaining specimen                   <ul style="list-style-type: none"> <li>a) female – separate labia and clean front to back in 3 separate strokes with a clean towelette or wipe each time                       <ul style="list-style-type: none"> <li>- down the left side</li> <li>- down the right side</li> <li>- down the middle</li> </ul> </li> <li>b) male – clean head of penis with circular strokes using clean towelette for each stroke                       <ul style="list-style-type: none"> <li>- if uncircumcised, pull back foreskin and clean as above</li> </ul> </li> <li>c) return foreskin to un-retracted position after urinating</li> </ul> </li> <li>vii. ask client to urinate a small amount and then stop, if possible</li> <li>viii. place container and ask client to continue urinating, collecting until cup is about</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document specimen collection as evidenced by Satisfactory participation in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Explain the anatomy and physiology of the gastrointestinal system as evidenced by being able to correctly identify each component part and its function.</p>	<p>half full</p> <p>ix. instruct client to finish urinating and wipe with toilet paper as usual</p> <p>x. place lid on specimen cup and clean outside of cup with paper towel</p> <p>xi. apply label and place cup in plastic bag provided</p> <p>xii. remove gloves and wash hands</p> <p>xiii. assist client to comfortable position in room</p> <p>xiv. place call bell within easy reach of client</p> <p>xv. document specimen collection per facility policy</p> <p>xvi. report any observations of changes in client's urine and/or condition or behavior to appropriate licensed nurse</p> <p>M. Anatomy and physiology of the gastrointestinal system (GI) – digestive system</p> <ol style="list-style-type: none"> <li>1. begins at the mouth and ends at the rectum</li> <li>2. tongue moves food around the mouth</li> <li>3. salivary glands – secrete saliva which begins the breakdown of food</li> <li>4. teeth – break up food</li> <li>5. esophagus – carries food to stomach</li> <li>6. stomach – contains acid to break down food into chyme (semifluid mass of partly digested food)</li> <li>7. chyme enters small intestines where</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the gastrointestinal system as evidenced by accurately participating in classroom discussion.</p>	<p>it is propelled via peristalsis (wavelike motion that moves contents through small and large intestines)</p> <ul style="list-style-type: none"> <li>a. continues to be digested by bile from liver enzymes</li> <li>b. about 90% of absorption of nutrients from food occurs in small intestines</li> </ul> <p>8. large intestines – help regulate water balance</p> <ul style="list-style-type: none"> <li>a. chyme takes 3-10 hours to become feces</li> <li>b. feces water, solid waste material, bacteria and mucus</li> <li>c. defecation – eliminating feces from the body</li> </ul> <p>9. functions of the GI system</p> <ul style="list-style-type: none"> <li>a. ingestion – taking food/fluid into the body</li> <li>b. digestion – breakdown of food into nutrients to be absorbed</li> <li>c. elimination of waste products from the body</li> </ul> <p>N. Age-related changes to the GI system</p> <ul style="list-style-type: none"> <li>1. decreased taste (sweet is last taste to remain)</li> <li>2. loss of teeth affects ability to chew</li> <li>3. decreased saliva and digestive fluids slow digestion of food</li> <li>4. medical conditions may cause difficulty swallowing</li> <li>5. decreased absorption of vitamins and minerals</li> <li>6. decreased rate of digestion leads to constipation</li> <li>7. age related changes and behaviors</li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify normal characteristics of stool as evidenced by participation in classroom discussion.</p> <p>Discuss the importance of identifying abnormal characteristics of stool that the nurse aide should report to the appropriate supervisor as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>a. inactivity</li> <li>b. drinking less fluids</li> <li>c. some chronic or acute illnesses</li> <li>d. medications</li> <li>O. Bowel elimination               <ul style="list-style-type: none"> <li>1. called stool, feces, bowel movement (BM)</li> <li>2. frequency                   <ul style="list-style-type: none"> <li>a. varies by individual</li> <li>b. regularity prevents complications</li> </ul> </li> <li>3. color                   <ul style="list-style-type: none"> <li>a. brown</li> <li>b. foods can cause color to change</li> <li>c. iron medication changes color to black</li> <li>d. illness</li> </ul> </li> <li>4. consistency                   <ul style="list-style-type: none"> <li>a. soft, moist, formed</li> <li>b. foods can cause change to consistency</li> </ul> </li> <li>5. illness</li> <li>6. not normally found in feces                   <ul style="list-style-type: none"> <li>a. blood</li> <li>b. mucus</li> <li>c. pus</li> <li>d. worms</li> </ul> </li> <li>7. report the following to the appropriate licensed nurse                   <ul style="list-style-type: none"> <li>a. abnormally colored feces (white, black, bloody)</li> <li>b. hard, dry feces</li> <li>c. liquid stool (diarrhea)</li> <li>d. inability to have bowel movement (constipation)</li> <li>e. pain with bowel movement</li> <li>f. stool that contains blood, mucus,</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the guidelines the nurse aide should follow to promote normal bowel elimination patterns as evidenced by participation in classroom discussion.</p> <p>Demonstrate how to help a client use a bedpan as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document use of a bedpan and the outcome on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p>	<p>pus g. stool incontinence</p> <p>P. Guidelines to promote normal bowel elimination</p> <ol style="list-style-type: none"> <li>1. encourage adequate fluid intake</li> <li>2. warm fluids stimulate peristalsis</li> <li>3. diet with adequate fiber/roughage</li> <li>4. promote regular exercise</li> <li>5. provide good oral care to keep mouth and teeth healthy</li> <li>6. provide privacy when using the bathroom</li> <li>7. allow plenty of time for client to use bathroom</li> <li>8. follow client's pattern for bowel elimination</li> <li>9. laxatives may be ordered to stimulate bowel activity</li> </ol> <p>Q. Care of the client needing to use a bedpan</p> <ol style="list-style-type: none"> <li>1. used by clients unable to get to the bathroom</li> <li>2. not comfortable and can cause damage to the skin</li> <li>3. follow the procedure for "Assists with use of Bedpan" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>4. document procedure on Activities of Daily Living form, per facility policy</li> <li>5. report any observations of changes in client's condition, skin changes, and/or behavior to appropriate licensed nurse</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss common disorders of the GI system, including their signs and symptoms, as evidenced by participation in classroom discussion.</p>	<p>R. Common disorders of the GI system</p> <ol style="list-style-type: none"> <li>1. heartburn               <ol style="list-style-type: none"> <li>a. acid reflux</li> <li>b. sphincter muscle where esophagus enters stomach has poor muscle tone allowing gastric acid to enter the esophagus</li> <li>c. causes pain in chest</li> <li>d. burning in esophagus</li> <li>e. bitter taste in mouth</li> <li>f. usually after meals</li> </ol> </li> <li>2. flatulence               <ol style="list-style-type: none"> <li>a. gas or flatus</li> <li>b. too much air in GI tract</li> <li>c. caused by certain foods                   <ol style="list-style-type: none"> <li>i. beans</li> <li>ii. broccoli</li> <li>iii. high fiber</li> <li>iv. dairy products (lactose intolerance)</li> </ol> </li> <li>d. exercise may provide relief</li> <li>e. lying on left side may be helpful</li> </ol> </li> <li>3. constipation               <ol style="list-style-type: none"> <li>a. difficult, painful elimination of stool</li> <li>b. stool is usually hard and dry</li> <li>c. symptoms                   <ol style="list-style-type: none"> <li>i. abdominal swelling</li> <li>ii. gas</li> <li>iii. irritability</li> <li>iv. straining during bowel movement</li> </ol> </li> <li>d. treatment                   <ol style="list-style-type: none"> <li>i. increase fluid intake</li> <li>ii. increase exercise</li> <li>iii. increase fiber</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>iv. laxative, enema, suppository may be ordered</li> <li>4. diarrhea               <ul style="list-style-type: none"> <li>a. frequent liquid or semi-liquid stool</li> <li>b. causes                   <ul style="list-style-type: none"> <li>i. infections</li> <li>ii. irritating foods</li> <li>iii. medications</li> <li>iv. stress/anxiety</li> <li>v. illness or disease process</li> </ul> </li> <li>c. treatment                   <ul style="list-style-type: none"> <li>i. BRAT diet (bananas, rice, apples, tea)</li> <li>ii. diet may be changed</li> <li>iii. medications may be ordered</li> <li>iv. probiotics may be ordered</li> </ul> </li> </ul> </li> <li>5. fecal incontinence               <ul style="list-style-type: none"> <li>a. involuntary passage or oozing of stool</li> <li>b. causes                   <ul style="list-style-type: none"> <li>i. loss of muscle tone at anal sphincter</li> <li>ii. loss of nerve control at anal sphincter</li> <li>iii. fecal impaction</li> </ul> </li> <li>c. treatment by changing diet and/or medication as ordered                   <ul style="list-style-type: none"> <li>i. bowel training</li> </ul> </li> </ul> </li> <li>6. fecal impaction               <ul style="list-style-type: none"> <li>a. hard, dry feces accumulate in rectum and client cannot expel</li> <li>b. symptoms                   <ul style="list-style-type: none"> <li>i. no stool for several days</li> <li>ii. complaints abdominal pain</li> <li>iii. abdominal distension</li> <li>iv. nausea and vomiting</li> </ul> </li> </ul> </li> </ul>			


OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain the different types of enemas and when a nurse aide is permitted to give an enema as evidenced by participation in classroom discussion.</p> <p>Discuss how to collect routine stool specimen as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>v. oozing liquid stool</li> <li>c. must be manually removed by nurse (RN or LPN)</li> <li>d. prevention               <ul style="list-style-type: none"> <li>i. encourage adequate fluid intake</li> <li>ii. diet high in fiber</li> <li>iii. adequate exercise</li> <li>iv. regular toileting schedule</li> </ul> </li> <li>S. Enemas               <ul style="list-style-type: none"> <li>1. nurse aides may only give enemas that contain no additives</li> <li>2. know and follow your facility policy regarding nurse aides administering enemas</li> <li>3. types of enemas                   <ul style="list-style-type: none"> <li>a. tap water – 500-1000ml tap water</li> <li>b. soapsuds – 500-1000ml tap water with castile soap added</li> <li>c. saline - 500-1000ml water with salt added</li> <li>d. pre-packaged (Fleets) – 120ml saline or oil</li> </ul> </li> </ul> </li> <li>T. Stool specimens               <ul style="list-style-type: none"> <li>1. stool specimen</li> <li>2. purpose                   <ul style="list-style-type: none"> <li>a. identify parasites, microorganisms, or blood</li> </ul> </li> <li>3. procedure                   <ul style="list-style-type: none"> <li>a. identify yourself and explain what you are going to do</li> <li>b. wash hands</li> <li>c. put on gloves</li> <li>d. place speci-hat in toilet or bedside commode</li> <li>e. have client defecate in speci-hat</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document specimen collection as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Explain why a client might have a colostomy as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>f. assist with perineal care</li> <li>g. using 2 tongue blades place stool in specimen cup and close lid</li> <li>h. attach label immediately</li> <li>i. dispose of tongue blades per facility policy</li> <li>j. remove gloves and wash hands</li> <li>k. position client comfortably in room</li> <li>l. place call bell within reach of client</li> <li>m. dispose of tongue blades per facility policy</li> <li>n. document procedure on Activities of Daily Living form, per facility policy</li> <li>o. report any observations of changes in client's condition or behavior to appropriate license nurse</li> </ul> <p>U. Ostomies</p> <ul style="list-style-type: none"> <li>1. ostomy - opening from an area inside the body to the outside of the body</li> <li>2. colostomy – intestine is brought to outside of abdomen               <ul style="list-style-type: none"> <li>a. stoma - opening in abdomen</li> <li>b. colostomy bag – appliance that covers the stoma and into which the stool drains</li> <li>c. no stool will be eliminated via the rectum</li> </ul> </li> <li>3. some causes               <ul style="list-style-type: none"> <li>a. cancer of colon, rectum</li> <li>b. trauma – gunshot</li> <li>c. diverticulitis</li> <li>d. Crohn's disease</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe care issues for a client with a colostomy including what observations the nurse aide should make as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Discuss the importance of nutrition, hydration, and elimination as it relates to the client/resident as evidenced by participation in classroom discussion.</p> <p>Describe the six (6) main nutrients in a healthy diet as evidenced by participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>4. care for client with ostomy               <ol style="list-style-type: none"> <li>i. treat client with respect</li> <li>ii. be sensitive and supportive</li> <li>iii. provide privacy for client or nurse to change bag</li> </ol> </li> <li>5. observations nurse aide should report to the appropriate licensed nurse               <ol style="list-style-type: none"> <li>a. color and consistency of stool</li> <li>b. unusual odor</li> <li>c. blood, pus, mucus in stool in bag</li> <li>d. leaking around the seal of the bag</li> <li>e. flatus accumulating in the ostomy bag</li> <li>f. complaints of pain in abdomen</li> <li>g. distended abdomen</li> </ol> </li> </ol> <p>VII. Eating and Hydration</p> <p>A. Basic nutrition</p> <ol style="list-style-type: none"> <li>1. purpose of GI (gastrointestinal) system               <ol style="list-style-type: none"> <li>a. ingestion – take in food</li> <li>b. digestion – breakdown food into nutrients the body can absorb and use</li> <li>c. elimination – eliminate parts of food not absorbed</li> </ol> </li> <li>2. types of nutrients               <ol style="list-style-type: none"> <li>a. water                   <ol style="list-style-type: none"> <li>i. most important nutrient</li> <li>ii. essential for life</li> <li>iii. ingested as liquid but also as part of foods</li> <li>iv. 50-60% of body weight</li> <li>v. transports waste products out of body</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>vi. keeps us cool – perspiration</li> <li>vii. keeps mucous membranes moist</li> <li>viii. helps joints to move smoothly</li> <li>b. carbohydrates               <ul style="list-style-type: none"> <li>i. source of glucose – food for the cells of the body</li> <li>ii. if not used for energy (food) for the body they are stored as fat</li> <li>iii. 1 gram carbohydrate = 4 calories</li> <li>iv. grains, cereals, fruit, some vegetables</li> </ul> </li> <li>c. protein               <ul style="list-style-type: none"> <li>i. contain the “building blocks” for the cells</li> <li>ii. found in fish, meat, nuts, bean, legumes, eggs and dairy products</li> <li>iii. helps body to build new tissue and to rebuild tissue that is damaged</li> <li>iv. 1 gram = 4 calories</li> </ul> </li> <li>d. vitamins               <ul style="list-style-type: none"> <li>i. fat soluble – only dissolve in presence of fat – vitamins D, E, A, K</li> <li>ii. water soluble – dissolve in water – B vitamins, vitamin C</li> <li>iii. essential for the body to function correctly</li> </ul> </li> <li>e. minerals               <ul style="list-style-type: none"> <li>i. help provide structure to the body</li> <li>ii. calcium – builds bones and teeth</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Explain how to use My Plate as a guide for a healthy diet as evidenced by satisfactory completion of a one-week diet plan.</p>	<ul style="list-style-type: none"> <li>iii. iron – required to transport oxygen throughout the body</li> <li>f. fat (lipids)               <ul style="list-style-type: none"> <li>i. found in meat and oils, milk, cheese, nuts</li> <li>ii. make food taste good</li> <li>iii. take long time to breakdown giving the sensation of being “full” longer</li> <li>iv. must be present in the body to use Vitamin D, E, A, K</li> <li>v. 1 gram = 9 calories</li> </ul> </li> <li>3. USDA My Plate               <ul style="list-style-type: none"> <li>a. general guide for types and quantities of foods to eat each day</li> <li>b. fruits and vegetables                   <ul style="list-style-type: none"> <li>i. half of plate</li> <li>ii. vegetables - fresh, frozen, dried, canned, juice, dark green vegetables, red and orange vegetables, dry beans and peas, starchy vegetables</li> </ul> </li> <li>iii. fruits – fresh, frozen, dried, canned, juice</li> <li>c. grains                   <ul style="list-style-type: none"> <li>i. one quarter of plate</li> <li>ii. half should be whole grain</li> </ul> </li> <li>d. protein                   <ul style="list-style-type: none"> <li>i. one quarter of plate</li> <li>ii. meat, poultry, seafood, eggs</li> <li>iii. beans, peas, soy products, nuts, seeds</li> </ul> </li> <li>e. dairy                   <ul style="list-style-type: none"> <li>i. 3 cups each day</li> <li>ii. milk, yogurt, cheese, anything made with milk</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify various special diets that clients may receive as evidenced by satisfactory participation in classroom discussion.	4. Special diets <ul style="list-style-type: none"> <li>a. regular diet - well-balanced diet without restrictions</li> <li>b. soft diet               <ul style="list-style-type: none"> <li>i. restricts foods hard to chew or swallow</li> <li>ii. restricts raw fruits and vegetables</li> <li>iii. restricts high fiber and spicy foods</li> </ul> </li> <li>c. mechanical soft diet               <ul style="list-style-type: none"> <li>i. foods are chopped or blended to make them easier to chew</li> <li>ii. does not restrict spices, fat or fiber</li> </ul> </li> <li>d. pureed diet               <ul style="list-style-type: none"> <li>i. consistency of baby food</li> <li>ii. for client with difficulty chewing and/or swallowing</li> </ul> </li> <li>e. clear liquid diet               <ul style="list-style-type: none"> <li>i. only includes liquids you can see through</li> <li>ii. jello, apple juice, bouillon, water, coffee or tea without cream</li> <li>iii. does not provide enough nutrients to maintain health for prolonged period of time</li> </ul> </li> <li>f. full liquid diet               <ul style="list-style-type: none"> <li>i. clear liquids and any food that can be poured at room or body temperature</li> <li>ii. puddings, cream soups, yogurt, breakfast drinks</li> </ul> </li> <li>g. bland diet               <ul style="list-style-type: none"> <li>i. restricts spicy and acidic foods</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>h. fiber-specific diet               <ul style="list-style-type: none"> <li>i. may be high or low fiber depending on medical needs of client</li> </ul> </li> <li>i. low sodium diet (low NA diet)               <ul style="list-style-type: none"> <li>i. restrict amount of salt client may use</li> <li>ii. ordered for client with high blood pressure</li> <li>iii. may be “no added salt: diet (NAS)</li> </ul> </li> <li>j. diabetic diet               <ul style="list-style-type: none"> <li>i. ordered for clients with diabetes mellitus</li> <li>ii. may restrict caloric intake</li> <li>iii. restricts amount of sugar and carbohydrates</li> </ul> </li> <li>k. fluid restricted diet               <ul style="list-style-type: none"> <li>i. ordered for client with heart or kidney disease</li> <li>ii. identifies specific quantity of fluid client may have in 24-hour period</li> </ul> </li> <li>l. gluten-free diet               <ul style="list-style-type: none"> <li>i. may be resident choice or due to intolerance to gluten</li> <li>ii. gluten is a general term for proteins found in wheat</li> <li>iii. clients/residents with celiac disease cannot tolerate gluten</li> </ul> </li> <li>m. NPO               <ul style="list-style-type: none"> <li>i. nothing by mouth</li> </ul> </li> <li>n. liquid modifications               <ul style="list-style-type: none"> <li>i. may be required for clients with difficulty swallowing “thin” fluid like water</li> <li>ii. Thick-It – works like corn</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the three (3) consistencies of thickening that may be ordered for clients with swallowing difficulties as evidenced by participation in classroom discussion.</p> <p>Identify age-related changes that affect eating and nutrition as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>starch to thicken the liquid</li> <li>iii. nectar thick (consistency of thick fruit juice)</li> <li>iv. honey thick (consistency of honey)</li> <li>v. pudding thick (consistency of pudding)</li> <li>vi. know facility policy and procedures for who can thicken fluids</li> </ul> </li> <li>B. Age-related changes to eating and nutrition               <ul style="list-style-type: none"> <li>1. physical changes                   <ul style="list-style-type: none"> <li>a. dysphagia – difficulty swallowing</li> <li>b. loss of teeth – difficulty chewing</li> <li>c. decrease saliva – difficulty swallowing</li> <li>d. decrease sensations of taste and smell – food is less appealing</li> <li>e. decreased ability to see – makes it difficult to feed oneself and food appears less appealing</li> </ul> </li> <li>2. decreased activity level                   <ul style="list-style-type: none"> <li>a. less appetite</li> <li>b. increases risk of constipation</li> </ul> </li> <li>3. special diets                   <ul style="list-style-type: none"> <li>a. foods not prepared with spices have less flavor</li> <li>b. pureed diets not very appealing to the eye</li> </ul> </li> <li>4. psychosocial                   <ul style="list-style-type: none"> <li>a. decreased income makes it difficult to buy foods that client purchased earlier in life</li> <li>b. lack of social interaction may decrease appetite</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify cultural considerations that affect eating and nutrition as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>c. depression may decrease appetite</li> <li>5. physical ailments               <ul style="list-style-type: none"> <li>a. medical conditions can make eating/cooking difficult</li> <li>b. Parkinson's Disease, stroke, certain cancers, Alzheimer's Disease (AD)</li> </ul> </li> <li>6. medications               <ul style="list-style-type: none"> <li>a. can alter the taste of food</li> <li>b. can leave bad taste in the mouth</li> <li>c. can decrease appetite</li> <li>d. may cause nausea, diarrhea, constipation</li> </ul> </li> <li>C. Cultural considerations for eating and nutrition               <ul style="list-style-type: none"> <li>1. religious considerations                   <ul style="list-style-type: none"> <li>a. Jewish religion                       <ul style="list-style-type: none"> <li>i. may not eat pork</li> <li>ii. may require Kosher diet</li> <li>iii. food specially prepared to religious specifications</li> </ul> </li> <li>b. Muslim (Islam)                       <ul style="list-style-type: none"> <li>i. will not eat pork</li> <li>ii. may require halal diet (foods allowed under Islamic dietary guidelines)</li> <li>iii. food specially prepared to religious specifications</li> </ul> </li> <li>c. Hindu (may not eat beef)</li> <li>d. Buddhist (many are vegetarian)</li> <li>e. Mormon                       <ul style="list-style-type: none"> <li>i. may not drink caffeine – coffee, tea, cola</li> <li>ii. may not drink alcohol</li> </ul> </li> </ul> </li> <li>2. social considerations                   <ul style="list-style-type: none"> <li>a. vegan</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify specific observations concerning eating and nutrition that the nurse aide should report to the appropriate supervisor as evidenced by participation in classroom discussion.</p> <p>Explain guidelines for the nurse aide concerning eating and nutrition as evidenced by satisfactory practice in the skills lab.</p>	<ul style="list-style-type: none"> <li>i. will may not eat any animal products</li> <li>ii. restricts eggs, dairy products, meat</li> <li>b. vegetarian (restrict meat, fish and poultry)</li> <li>c. fasting (voluntarily gives up eating for a period of time)</li> <li>3. ethnic considerations               <ul style="list-style-type: none"> <li>a. some ethnic groups like food that is cooked with specific spices (e.g. Asian clients may prefer rice to potatoes)</li> </ul> </li> <li>D. Observations nurse aide should report concerning eating and nutrition               <ul style="list-style-type: none"> <li>1. eats less than 70% of meals</li> <li>2. complains of mouth pain</li> <li>3. dentures do not fit</li> <li>4. teeth are loose</li> <li>5. difficulty chewing or swallowing</li> <li>6. frequent coughing/choking while eating</li> <li>7. needs help eating or drinking</li> <li>8. weight loss – clothes become loose-fitting</li> <li>9. weight gain – clothes become tight</li> <li>10. complaints of constipation</li> <li>11. edema (fluid accumulation) in hands/feet</li> </ul> </li> <li>E. Guidelines for nurse aide concerning eating and nutrition               <ul style="list-style-type: none"> <li>1. check diet card on client's tray to make sure it is the correct tray for the correct client</li> <li>2. season food following client's choices</li> <li>3. assist client to fill out menu</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe actions the nurse aide should take to prepare the client for mealtime as evidenced by satisfactory practice in skills lab and in clinical.</p>	<ol style="list-style-type: none"> <li>4. if client does not like food on tray try to replace with food of his choice</li> <li>5. encourage client to eat by making mealtime a pleasant experience</li> <li>6. assist client/resident to rinse mouth if client/resident receives medication immediately before mealtime</li> <li>7. assist client/resident with adaptive devices to help him maintain his independence and feed himself</li> <li>8. accurately record food and fluid intake for each meal</li> <li>9. follow nursing care plan to assist client/resident to maintain independence at mealtime</li> </ol> <p>F. Preparing for mealtime</p> <ol style="list-style-type: none"> <li>1. encourage client/resident to toilet before going to the dining room</li> <li>2. assist to wash hands and face, brush teeth</li> <li>3. encourage client/resident to wear glasses, hearing aides</li> <li>4. provide pleasant area for eating               <ol style="list-style-type: none"> <li>a. encourage client/resident to eat in dining room with other clients/residents to promote social interaction</li> </ol> </li> <li>5. if eating in his room, clear a clean area for client's tray               <ol style="list-style-type: none"> <li>a. remove urinal/bedpan from view</li> <li>b. position in an upright position</li> <li>c. if positioned in a wheelchair, lock the wheels</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to serve client trays as evidenced by satisfactory practice in skills lab and in clinical.</p>	<p>G. Serving the tray</p> <ol style="list-style-type: none"> <li>1. wash hands</li> <li>2. offer/provide clothing protector or napkin</li> <li>3. check diet card of tray               <ol style="list-style-type: none"> <li>a. correct client/resident</li> <li>b. correct diet</li> </ol> </li> <li>4. assist client/resident to prepare food               <ol style="list-style-type: none"> <li>a. season food per client/resident choice</li> <li>b. if client/resident requests, cut food into bite-sized pieces</li> <li>c. open cartons, containers at client/resident's request</li> </ol> </li> <li>5. provide client/resident with appropriate assistive devices to promote client/resident independence               <ol style="list-style-type: none"> <li>a. plate guard</li> <li>b. silverware with built-up handles</li> <li>c. sippy cup</li> </ol> </li> <li>6. decrease distractions by lowering TV/radio volume</li> <li>7. allow client/resident sufficient time to eat, do not rush</li> <li>8. talk with client/resident respectfully</li> <li>9. for a visually impaired client/resident identify the location of foods on the plate using the numbers on a clock-face</li> </ol> <p>H. Guidelines for feeding client/resident</p> <ol style="list-style-type: none"> <li>1. assist client/resident to wash hands</li> <li>2. place a clothing protector over the client's chest</li> <li>3. sit at the same level as client/resident, facing the client</li> <li>4. identify foods for the client/resident</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to feed a client who cannot feed self as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Accurately document food and fluid intake as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p>	<ol style="list-style-type: none"> <li>5. ask client/resident in what order he/she would like to have his/her food</li> <li>6. do not mix foods unless requested by client/resident</li> <li>7. offer liquids between bites of food</li> <li>8. do not touch food to test for hotness, place hand above food</li> <li>9. do not force client/resident to eat</li> <li>10. provide client/resident ample time to chew and swallow food before offering another bite</li> <li>11. do not rush client/resident</li> </ol> <p>I. Feed a client/resident who cannot feed himself</p> <ol style="list-style-type: none"> <li>1. follow the procedure for “Feeds Client who Cannot Feed Self” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>2. document procedure on Activities of Daily Living form, per facility policy</li> <li>3. report any observations of changes in client’s/resident’s condition or behavior to appropriate licensed nurse</li> </ol> <p>J. Calculate food intake</p> <ol style="list-style-type: none"> <li>1. know facility procedure for calculating food intake</li> <li>2. some facilities use a percentage eaten of the entire plate of food</li> <li>3. some facilities calculate percentage based on type of food eaten, for example:               <ol style="list-style-type: none"> <li>a. all of protein eaten = 30%</li> <li>b. all of carbohydrates eaten = 50%</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe signs and symptoms of dehydration as evidenced by satisfactory participation in classroom discussion.</p> <p>Accurately describe actions of the nurse aide to prevent client dehydration as evidenced by successful participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>3. dehydration               <ul style="list-style-type: none"> <li>a. lack of sufficient fluid intake</li> <li>b. may cause                   <ul style="list-style-type: none"> <li>i. constipation</li> <li>ii. UTI</li> <li>iii. change in level of consciousness</li> </ul> </li> <li>c. most common fluid and electrolyte problem in the elderly</li> </ul> </li> <li>N. Signs of dehydration the nurse aide should report to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. drinking less than 6-8oz glasses (1400ml) of fluid/day</li> <li>2. complaints of thirst</li> <li>3. dry, cracked lips</li> <li>4. dry mucous membranes</li> <li>5. sunken eyes</li> <li>6. decrease urine output</li> <li>7. urine is dark and strong smelling</li> <li>8. complaints of constipation</li> <li>9. loss of weight</li> <li>10. weak, dizzy, light-headed</li> <li>11. low blood pressure</li> <li>12. complaints of headache</li> <li>13. irritable</li> <li>14. confusion</li> <li>15. weak, rapid heartbeat</li> </ul> </li> <li>O. Actions the nurse aide can take to prevent dehydration               <ul style="list-style-type: none"> <li>1. provide client with fresh water every shift and place pitcher where client can easily reach it</li> <li>2. frequently ask client if they would like something to drink</li> <li>3. offer fluids that client likes to drink</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe age-related changes seen in the skin as evidenced by accurately participating in classroom discussion.	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>iii. protects internal organs from injury</li> <li>iv. produces Vitamin D when exposed to the sun</li> </ul> </li> <li>2. subcutaneous tissue               <ul style="list-style-type: none"> <li>a. layer of fat under the dermis</li> <li>b. blood vessels and nerve of the skin originate here</li> <li>c. nerves provide sense of touch</li> </ul> </li> <li>3. glands in the dermis               <ul style="list-style-type: none"> <li>a. oil glands (sebaceous glands)                   <ul style="list-style-type: none"> <li>i. secrete oily substance to prevent skin from drying and from harmful bacteria</li> </ul> </li> <li>b. sweat glands                   <ul style="list-style-type: none"> <li>i. produce sweat                       <ul style="list-style-type: none"> <li>a) excrete waste products</li> <li>b) help to cool the body</li> </ul> </li> </ul> </li> </ul> </li> <li>4. hair - helps to keep body warm</li> <li>5. nails - protects the ends of fingers and toes</li> <li>B. Age-related changes of the skin that may occur in geriatric clients/residents               <ul style="list-style-type: none"> <li>1. decrease in fat in subcutaneous layer                   <ul style="list-style-type: none"> <li>a. wrinkles</li> <li>b. sagging skin</li> <li>c. client feels cooler</li> </ul> </li> <li>2. decrease in amount of melatonin                   <ul style="list-style-type: none"> <li>a. gray hair</li> <li>b. age spots</li> </ul> </li> <li>3. decreased production of oil and sweat                   <ul style="list-style-type: none"> <li>a. skin becomes drier</li> <li>b. becomes thinner</li> <li>c. becomes fragile</li> <li>d. more prone to infections and</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss common disorders of the skin, including their signs and symptoms, as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>tearing</li> <li>4. nails thicken and may become yellow</li> <li>C. Factors promoting healthy skin               <ul style="list-style-type: none"> <li>1. good nutrition</li> <li>2. adequate hydration</li> <li>3. adequate sleep</li> <li>4. adequate exercise</li> </ul> </li> <li>D. Common disorders of the skin               <ul style="list-style-type: none"> <li>1. burns                   <ul style="list-style-type: none"> <li>a. first degree                       <ul style="list-style-type: none"> <li>i. involves epidermis</li> <li>ii. redness and pain</li> </ul> </li> <li>b. second degree                       <ul style="list-style-type: none"> <li>i. involves dermis</li> <li>ii. red, painful, swelling, blistering</li> </ul> </li> <li>c. third degree                       <ul style="list-style-type: none"> <li>i. dermis and underlying tissue</li> <li>ii. scarring</li> <li>iii. muscle and bone may be involved</li> </ul> </li> <li>d. pain, swelling, peeling</li> <li>e. causes                       <ul style="list-style-type: none"> <li>i. hot liquid</li> <li>ii. electrical equipment</li> <li>iii. hair dryer</li> <li>iv. heating pad</li> <li>v. chemicals</li> </ul> </li> <li>f. never put oil, lotion or butter on a burn</li> <li>g. cool and cover loosely</li> <li>h. notify appropriate licensed nurse immediately</li> </ul> </li> <li>2. shingles                   <ul style="list-style-type: none"> <li>a. related to chicken pox reactivation</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>b. viral infection that follow path of a nerve</li> <li>c. blistering rash that appears as a single line on one side of the body</li> <li>d. very painful</li> <li>e. contagious for someone who has never had chicken pox</li> <li>f. keep rash covered</li> <li>g. wash hands frequently</li> </ul> <p>3. wounds</p> <ul style="list-style-type: none"> <li>a. two types <ul style="list-style-type: none"> <li>i. open wound <ul style="list-style-type: none"> <li>a) abrasion</li> <li>b) puncture wound</li> <li>c) gunshot wound</li> <li>d) laceration</li> </ul> </li> <li>ii. closed wound <ul style="list-style-type: none"> <li>a) bruise</li> <li>b) hematoma</li> </ul> </li> </ul> </li> <li>b. symptoms <ul style="list-style-type: none"> <li>i. pain</li> <li>ii. damage to the skin</li> <li>iii. discoloration of the skin</li> <li>iv. bleeding</li> <li>v. fever, chills</li> <li>vi. difficulty breathing</li> </ul> </li> <li>c. report any wounds to the appropriate licensed nurse immediately</li> </ul> <p>E. Pressure Sores (decubitus ulcers)</p> <ul style="list-style-type: none"> <li>1. pressure points <ul style="list-style-type: none"> <li>a. bony prominences</li> <li>b. heels</li> <li>c. shoulder blades</li> <li>d. elbows</li> <li>e. sacrum</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify risk factors for developing pressure sores as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>f. areas with very little fat between bone and skin</li> <li>2. pressure sores               <ul style="list-style-type: none"> <li>a. breakdown of skin over a bony prominence</li> <li>b. harder to cure than to prevent</li> <li>c. caused by                   <ul style="list-style-type: none"> <li>i. immobility – lying, or sitting on same area for a prolonged period of time                       <ul style="list-style-type: none"> <li>a) weight of body prevents blood flow to tissue and body tissue begins to die after 2 – 3 hours</li> </ul> </li> <li>ii. lying on wrinkled linen</li> <li>iii. lying on an object in the bed</li> <li>iv. sitting on bedpan for prolonged time</li> <li>v. wearing splint or brace that does not fit properly</li> </ul> </li> </ul> </li> <li>3. risk factors for developing pressure sores               <ul style="list-style-type: none"> <li>a. aging – skin becomes more fragile</li> <li>b. poor nutrition and hydration</li> <li>c. skin that has prolonged contact with water or moisture – causes epidermis to breakdown</li> <li>d. cardiovascular and respiratory problems – decreases amount of oxygen reaching cells</li> <li>e. skin exposed to friction and shearing - during turning and positioning</li> </ul> </li> <li>4. signs of developing pressure sores               <ul style="list-style-type: none"> <li>a. skin becomes whitish or reddened</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the staging of pressure sores as evidenced by participating in classroom discussion.	<ul style="list-style-type: none"> <li>b. skin is dry, cracked and/or torn</li> <li>c. blisters, bruises</li> <li>5. staging of pressure sores –               <ul style="list-style-type: none"> <li>*performed by a licensed nurse, not a nurse aide</li> <li>a. Stage 1                   <ul style="list-style-type: none"> <li>i. skin intact, but red, blue or grey non-blanchable</li> <li>ii. relieving pressure for 15-30 minutes does not return skin to normal coloration</li> <li>iii. can be reversed if treated early</li> </ul> </li> <li>b. stage 2                   <ul style="list-style-type: none"> <li>i. involves both epidermis and dermis</li> <li>ii. looks like clear fluid filled blister or shallow crater</li> <li>iii. epidermis cracks or peels away</li> <li>iv. open area is portal of microorganism to enter</li> <li>v. no dead tissue yet</li> </ul> </li> <li>c. stage 3                   <ul style="list-style-type: none"> <li>i. both epidermis and dermis are gone</li> <li>ii. looks like a deep crater</li> <li>iii. drainage is present</li> <li>iv. necrotic (dead) tissue may be visible but doesn't obscure depth of tissue loss</li> <li>v. takes weeks or months to completely heal</li> </ul> </li> <li>d. stage 4                   <ul style="list-style-type: none"> <li>i. crater of damaged tissue extends down to the muscle or bone</li> <li>ii. often becomes seriously infected</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe actions the nurse aide can take to prevent pressure sores as evidenced by satisfactory participation in skills lab role-play and clinical practice.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>iii. takes months to heal</li> <li>iv. may require skin graft</li> </ul> </li> <li>6. deep tissue injury (DTI)               <ul style="list-style-type: none"> <li>a. purple or discolored area with intact skin</li> <li>b. firm, mushy, boggy, or warmer or cooler than adjacent tissue</li> <li>c. unstageable                   <ul style="list-style-type: none"> <li>i. unable to see wound bed</li> <li>ii. eschar or slough in wound</li> <li>iii. can be yellow, tan, brown, black</li> <li>iv. can be firm, soft, or draining</li> </ul> </li> </ul> </li> <li>7. actions to prevent pressure sores               <ul style="list-style-type: none"> <li>a. prevention is easier than treating and healing</li> <li>b. perform skin care and skin checks on regular basis                   <ul style="list-style-type: none"> <li>i. during routine personal care</li> <li>ii. throughout the day as needed</li> <li>iii. use moisturizer on unbroken skin</li> </ul> </li> <li>iv. keep skin clean and dry</li> <li>v. where skin comes in contact with skin                   <ul style="list-style-type: none"> <li>a) under pendulous breasts</li> <li>b) between scrotum and legs</li> <li>c) between abdominal folds</li> </ul> </li> <li>vi. clean and dry immediately after urinary or bowel incontinence                   <ul style="list-style-type: none"> <li>a) replace soiled linen protectors and clothing with clean, dry linen and clothing</li> <li>b) assist client to wipe well, drying perineum</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>c) toilet q2hrs. to avoid incontinence</li> <li>d) keep linen clean, dry and free of wrinkles (if client eats in bed remove any crumbs from linen)</li> <li>c. turn and reposition immobile clients at least q2h</li> <li>d. encourage mobile clients to change position frequently</li> <li>e. during transfer and repositioning client               <ul style="list-style-type: none"> <li>i. avoid dragging client across the linen by using draw sheet to turn and reposition client</li> <li>ii. use mechanical lift to transfer from bed to chair</li> <li>iii. use transfer board to transfer bedridden client from bed to stretcher</li> <li>iv. avoid bumping client against side rails or wheelchair leg rests</li> </ul> </li> <li>f. use positioning devices to keep pressure off areas at risk               <ul style="list-style-type: none"> <li>i. foot boards</li> <li>ii. bed cradles</li> <li>iii. heel/elbow protectors</li> <li>iv. sheepskin pads to protect the back</li> </ul> </li> <li>g. perform range of motion exercises on regular basis</li> <li>h. massage healthy skin to increase circulation (do not massage skin that is white, red, purplish)</li> <li>i. encourage healthy diet and adequate hydration</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by participation in classroom discussion.</p> <p>Demonstrate how to perform a back massage as evidenced by satisfactory practice in skills lab and clinical.</p>	<ol style="list-style-type: none"> <li>8. observations to report to the appropriate licensed nurse               <ol style="list-style-type: none"> <li>a. change in skin coloration over a bony prominence or in a skin fold (whitish, red, grey, purplish)</li> <li>b. dry, cracked, flaking skin, particularly on heels or elbows</li> <li>c. torn skin</li> <li>d. blisters, bruises, cuts</li> <li>e. client itches or scratches skin frequently</li> <li>f. broken skin anywhere on the body, including between the toes</li> <li>g. any change in an existing pressure sore                   <ol style="list-style-type: none"> <li>i. drainage</li> <li>ii. odor</li> <li>iii. peeling skin</li> <li>iv. change in color of skin</li> <li>v. change in size of crater</li> </ol> </li> </ol> </li> <li>F. Back massage (back rub)               <ol style="list-style-type: none"> <li>1. relaxes tired, tense muscles</li> <li>2. improves circulation</li> <li>3. check nursing care plan for instructions on when to perform</li> <li>4. procedure for performing back rub                   <ol style="list-style-type: none"> <li>a. identify yourself and explain what you are going to do</li> <li>b. wash hands</li> <li>c. put on gloves if there is an area of broken skin</li> <li>d. provide for privacy</li> <li>e. adjust bed to waist-height and lock bed wheels</li> <li>f. lower side rail closest to you</li> <li>g. position client on his side or back, if tolerated</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Identify the structure and function of the skeletal system as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>h. pour lotion on hands and rub hands together</li> <li>i. using full palm of your hand, start at base of spine and with firm, even stroke gently massage upward toward the shoulders</li> <li>j. at shoulders, circle hands outward and stroke along outside of back, down toward base of spine</li> <li>k. repeat circular motion for 3-5 minutes</li> <li>l. using circular motion, gently massage bony prominences</li> <li>m. if bony prominences are red, massage around them, not over them</li> <li>n. if there is extra lotion, remove it</li> <li>o. redress and reposition client</li> <li>p. raise side rail, if appropriate</li> <li>q. return bed to low position</li> <li>r. place call bell in easy reach of client</li> <li>s. store lotion per facility policy and client request</li> <li>t. wash hands</li> <li>u. report to appropriate licensed nurse any changes in client or skin that you observed</li> </ul> <p>IX. Transfer, Positioning and Turning</p> <p>A. Anatomy and physiology of musculoskeletal system</p> <ul style="list-style-type: none"> <li>1. skeleton <ul style="list-style-type: none"> <li>a. long bones (arms and legs)</li> <li>b. short bones (wrists and ankles)</li> <li>c. flat bones</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the structure and function of the muscular system as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>i. thin and often curved</li> </ul> </li> <li>2. skull and ribs               <ul style="list-style-type: none"> <li>a. irregular bones                   <ul style="list-style-type: none"> <li>i. oddly shaped</li> <li>ii. spine and face</li> </ul> </li> </ul> </li> <li>3. joints (where 2 bones join together)</li> <li>4. cartilage               <ul style="list-style-type: none"> <li>a. fibers that permit limited movement between bone acts as shock absorber between bones</li> <li>b. ligaments                   <ul style="list-style-type: none"> <li>i. strong fibrous bands attaching one bone to another</li> <li>ii. stabilize joint</li> </ul> </li> </ul> </li> <li>5. muscles               <ul style="list-style-type: none"> <li>a. skeletal muscles                   <ul style="list-style-type: none"> <li>i. attach to bones</li> <li>ii. allow for movement</li> <li>iii. client controls these muscles</li> </ul> </li> <li>b. smooth muscles                   <ul style="list-style-type: none"> <li>i. line walls of blood vessels, stomach, bladder and hollow organs</li> <li>ii. controlled involuntarily</li> </ul> </li> <li>c. cardiac muscle                   <ul style="list-style-type: none"> <li>i. forms the heart</li> <li>ii. cause heart to contract and relax</li> <li>iii. controlled involuntarily</li> </ul> </li> <li>d. purpose of muscles                   <ul style="list-style-type: none"> <li>i. enables body to move, internally and externally</li> </ul> </li> </ul> </li> <li>6. purpose of skeletal system               <ul style="list-style-type: none"> <li>a. support the body</li> <li>b. protect the body</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the musculoskeletal system as evidenced by participating in classroom discussion.</p> <p>Discuss common disorders of the musculoskeletal system, including their signs and symptoms and guidelines for the nurse aide, as evidenced by participating in classroom discussion.</p>	<p>B. Age-related changes to musculoskeletal system</p> <ol style="list-style-type: none"> <li>1. bones lose calcium               <ol style="list-style-type: none"> <li>a. become weak</li> <li>b. break easily</li> <li>c. osteoporosis</li> </ol> </li> <li>2. muscles weaken               <ol style="list-style-type: none"> <li>a. lose tone</li> <li>b. cannot support the body or move bones</li> </ol> </li> <li>3. lose muscle mass               <ol style="list-style-type: none"> <li>a. causes weight loss</li> </ol> </li> <li>4. joints become less flexible               <ol style="list-style-type: none"> <li>a. decreases range of motion</li> <li>b. slows body movements</li> </ol> </li> <li>5. lose height               <ol style="list-style-type: none"> <li>a. space between vertebrae decreases</li> </ol> </li> </ol> <p>C. Common disorders of musculoskeletal system</p> <ol style="list-style-type: none"> <li>1. Osteoporosis               <ol style="list-style-type: none"> <li>a. bones break easily due to loss of bone tissue</li> <li>b. caused by                   <ol style="list-style-type: none"> <li>i. lack of calcium in diet</li> <li>ii. loss of estrogen</li> <li>iii. reduced mobility</li> </ol> </li> <li>c. bones most commonly affected                   <ol style="list-style-type: none"> <li>i. vertebrae</li> <li>ii. pelvic bones</li> <li>iii. arm and leg bones</li> </ol> </li> <li>d. signs and symptoms                   <ol style="list-style-type: none"> <li>i. low back pain</li> <li>ii. loss of height</li> <li>iii. stooped posture</li> </ol> </li> <li>e. treatment                   <ol style="list-style-type: none"> <li>i. medication</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>ii. exercise</li> <li>f. considerations for the nurse aide providing care               <ul style="list-style-type: none"> <li>i. allow time for client to move</li> <li>ii. turn and reposition very carefully</li> <li>iii. follow special dietary orders</li> <li>iv. encourage and assist with mobility</li> <li>v. report to appropriate licensed nurse any changes in client's ability to be active or to move</li> </ul> </li> <li>2. Arthritis               <ul style="list-style-type: none"> <li>a. painful inflammation of joints                   <ul style="list-style-type: none"> <li>i. stiff, swollen joints</li> <li>ii. decreases mobility of joints</li> </ul> </li> <li>b. two types of arthritis                   <ul style="list-style-type: none"> <li>i. osteoarthritis                       <ul style="list-style-type: none"> <li>a) DJD – degenerative joint disease</li> <li>b) cartilage between joints decreases</li> <li>c) causes pain when bones rub together</li> </ul> </li> <li>ii. rheumatoid                       <ul style="list-style-type: none"> <li>i. considered an auto-immune disease</li> <li>ii. causes deformity which can be disabling</li> </ul> </li> </ul> </li> <li>c. signs and symptoms                   <ul style="list-style-type: none"> <li>i. swollen and stiff joints</li> <li>ii. joints deformed</li> </ul> </li> <li>d. treatment                   <ul style="list-style-type: none"> <li>i. rest</li> <li>ii. range of motion exercises</li> <li>iii. anti-inflammatory</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify complications of immobility as evidenced by participating in classroom discussion.</p> <p>Demonstrate the various positions for the client in bed as evidenced by satisfactory practice in skills lab.</p>	<ul style="list-style-type: none"> <li>medications</li> <li>iv. weight loss</li> <li>v. heat</li> <li>vi. total joint replacement surgery</li> <li>e. considerations for the nurse aide providing care               <ul style="list-style-type: none"> <li>i. encourage activity per nursing care plan</li> <li>ii. range of motion exercises as ordered</li> <li>iii. assist with ADLs</li> <li>iv. encourage use of assistive devices to promote client independence</li> </ul> </li> <li>f. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>i. unusual stiffness of joints</li> <li>ii. swelling of joints</li> <li>iii. client complaint of pain in joints</li> <li>iv. decreased ability to perform range of motion exercises</li> <li>v. decreased ability of client to perform daily activities</li> </ul> </li> <li>D. Complications of immobility               <ul style="list-style-type: none"> <li>1. physical discomfort</li> <li>2. pressure sores</li> <li>3. contractures</li> <li>4. bones become brittle due to loss of calcium</li> <li>5. pneumonia</li> <li>6. blood clots, especially in the legs</li> </ul> </li> <li>E. Proper body alignment               <ul style="list-style-type: none"> <li>1. positioned so spine is straight and not twisted</li> <li>2. promotes comfort and good health</li> <li>3. supine</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>a. flat on back</li> <li>b. support head and shoulders with a pillow</li> <li>c. support arms and hands with pillow or rolled washcloth</li> <li>d. place pillow under calves so heels are elevated off bed to prevent pressure sores</li> <li>e. use footboard to keep ankles flexed to promote anatomical position of feet and ankles</li> <li>4. lateral               <ul style="list-style-type: none"> <li>a. lying on side</li> <li>b. pillow to support the head and neck</li> <li>c. pillow to the back to maintain side-lying position</li> <li>d. flex top knee and place pillow under the knee and lower leg for support</li> <li>e. pillow under bottom foot to keep toes from touch the bed</li> </ul> </li> <li>5. prone               <ul style="list-style-type: none"> <li>a. lying on the abdomen</li> <li>b. many clients do not like this position</li> <li>c. head turned to the side and placed on small pillow</li> <li>d. place pillow under abdomen to allow room for breasts and to allow chest to expand during inhalation</li> <li>e. do not leave client prone for a long period of time</li> </ul> </li> <li>6. Fowler's               <ul style="list-style-type: none"> <li>a. client on back with head of bed (HOB) elevated 45 - 60°</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>b. semi-Fowler's – HOB elevated 30 - 45°</li> <li>c. high Fowler's – HOB elevated 60 - 90°</li> <li>d. raise knee gatch or place pillow under knees to help prevent client from sliding down the mattress</li> <li>7. Sims' <ul style="list-style-type: none"> <li>a. extreme side-lying position, almost prone</li> <li>b. head turned to side and supported with pillow</li> <li>c. lower arm positioned behind the back</li> <li>d. upper knee is flexed and supported with pillow</li> <li>e. pillow under each foot to prevent toes from touching bed</li> </ul> </li> <li>8. Trendelenburg <ul style="list-style-type: none"> <li>a. head is lower than the rest of the body</li> <li>b. used to increase blood flow to the brain if client is in shock</li> </ul> </li> <li>9. reverse Trendelenburg <ul style="list-style-type: none"> <li>a. mattress placed at an angle with the head higher than the foot of the mattress</li> <li>b. used for clients with digestive disorders</li> </ul> </li> <li>10. logrolling <ul style="list-style-type: none"> <li>a. turning client onto side while keeping spine straight</li> <li>b. use a draw sheet and a helper</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate how to move a client up in bed using a draw sheet as evidenced by satisfactory practice in skills lab and clinical.</p> <p>Accurately document moving client up in bed on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to position client on side as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<p>any client changes to appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>3. assisting client to move up in bed with a draw sheet               <ol style="list-style-type: none"> <li>a. practice good body mechanics</li> <li>b. raise bed to waist-height and lower side rail and head of bed</li> <li>c. have one nurse aide on each side of bed turned slightly toward HOB</li> <li>d. with 1 hand at the shoulder and 1 hand at the hips, roll draw sheet toward client</li> <li>e. grasp roll of draw sheet with palms up</li> <li>f. on count of 3 both nurse aides lift the draw sheet and client toward the HOB</li> <li>g. unroll draw sheet and tuck edges under mattress</li> <li>h. make client comfortable, raise HOB, return bed to low position</li> <li>i. place call bell in client's reach</li> <li>j. wash hands</li> <li>k. document procedure and report any client changes to appropriate licensed nurse</li> </ol> </li> <li>4. position client on side               <ol style="list-style-type: none"> <li>a. follow the procedure for "Position Client on Side" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. document procedure on Activities of Daily Living form, per facility policy</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document positioning client on side on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Demonstrate how to transfer client from bed to wheelchair using a transfer belt as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to transfer client from bed to wheelchair using a mechanical lift as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p>	<p>c. report any observations of changes in client's condition or behavior to appropriate licensed nurse</p> <p>G. Transferring Client</p> <ol style="list-style-type: none"> <li>1. assisting client to move from one location to another</li> <li>2. weight-bearing               <ol style="list-style-type: none"> <li>a. client's ability to stand on one or both legs</li> </ol> </li> <li>3. gait belt or transfer belt               <ol style="list-style-type: none"> <li>a. device nurse aide uses to assist unsteady or weak client to transfer or ambulate</li> </ol> </li> <li>4. transfer client from bed to wheelchair using transfer belt               <ol style="list-style-type: none"> <li>a. follow the procedure for "Transfer Client from Bed to Wheelchair Using Transfer Belt" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. document procedure on Activities of Daily Living form, per facility policy</li> <li>c. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ol> </li> <li>5. mechanical lifts               <ol style="list-style-type: none"> <li>a. equipment used to lift and move clients</li> <li>b. Fair Labor Standards Act, Hazardous Occupation Order Number 7                   <ol style="list-style-type: none"> <li>i. prohibits minors under 18 from operating or assisting in</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>the operation of most power-driven hoists, including those designed to lift and move patients</p> <ul style="list-style-type: none"> <li>c. should only be used by nurse aides 18 years of age and older</li> <li>d. nurse aide should receive training to use the specific lift in the facility</li> <li>e. at least 2 nurse aides should be present when a mechanical lift is used to move a client</li> <li>f. practice good body mechanics</li> <li>g. raise bed to waist-height and lower side rail and head of bed</li> <li>h. position wheelchair next to bed with footrests removed and wheels locked</li> <li>i. lower side rail on side nearest nurse aide</li> <li>j. assist client to turn on side and place lift pad under client</li> <li>k. assist client to turn to opposite side and position lift pad under client without wrinkles</li> <li>l. roll mechanical lift to bedside with base at its widest point, the wheels locked and the overhead bar directly over the client</li> <li>m. with client on his back attach the straps to each side of the lift pad and the overhead bar</li> <li>n. fold client arms over chest to protect arms and elbows</li> <li>o. raise client about 2 inches off bed</li> <li>p. with assistance of 2<sup>nd</sup> nurse</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor.</p> <p>Demonstrate how to ambulate client using transfer/gait belt as evidenced by Satisfactory rating on Skills Record for skills lab and for clinical.</p> <p>Identify complaints and concerns the nurse aide should report to the appropriate supervisor related to ambulation as evidenced by participation in skills lab role play.</p>	<p>aide, guide client to the wheelchair</p> <p>q. slowly lower client into chair, taking care with arms and legs and making sure the client's hips are against the back of the wheelchair</p> <p>r. replace footrests and support client's feet on wheelchair footrests</p> <p>s. remove straps from overhead bar and lift pad</p> <p>t. make sure client is comfortable and is wearing non-skid footwear</p> <p>u. cover client's lap and legs with blanket or robe</p> <p>v. place call bell in client's reach</p> <p>w. wash hands</p> <p>x. document procedure and report any client changes to appropriate licensed nurse</p> <p>H. Ambulating a client</p> <ol style="list-style-type: none"> <li>1. walking a client</li> <li>2. assistive devices <ol style="list-style-type: none"> <li>a. transfer or gait belt</li> <li>b. walker</li> <li>c. cane</li> <li>d. crutches</li> </ol> </li> <li>3. report to the appropriate licensed nurse <ol style="list-style-type: none"> <li>a. complaints of dizziness</li> <li>b. shortness of breath</li> <li>c. chest pain</li> <li>d. rapid heart beat</li> <li>e. sudden complaints of head pain</li> <li>f. unusual pain on weight bearing</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Accurately document ambulating client on facility ADL form as evidenced by Satisfactory rating on Skills Record.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate supervisor as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>g. changes in client's strength or ability to walk</li> <li>h. change in client attitude toward walking</li> <li>i. assistive equipment that is broken or not working correctly</li> <li>4. assist client to ambulate using transfer belt               <ul style="list-style-type: none"> <li>a. follow the procedure for "Assists to Ambulate Using Transfer Belt" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>b. document procedure on Activities of Daily Living form, per facility policy</li> <li>c. report any observations of changes in client's condition or behavior to appropriate licensed nurse</li> </ul> </li> </ul>			

## UNIT IX – INDIVIDUAL CLIENT’S NEEDS, INCLUDING MENTAL HEALTH AND SOCIAL SERVICE NEEDS

(18VAC90-26-40.A.4.a, c, d, e, f, g)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Identify basic needs of clients, including physical and psychosocial needs.
2. Demonstrate guidelines for the nurse aide to assist the client to meet his psychosocial needs.
3. Demonstrate ways the nurse aide can modify his behavior in response to the behavior of clients.
4. Demonstrate principles of behavior management by reinforcing appropriate behavior and causing inappropriate behavior to be reduced or eliminated.
5. 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.
6. Demonstrate appropriate responses to client behavior, including aggressive behavior, anger, combative behavior, inappropriate language, confusion, and inappropriate sexual behavior.
7. Utilize the client’s family/concerned others as a source of emotional support.
8. Demonstrate strategies to provide appropriate clinical care to the aged and the disabled.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify basic physical needs of the client as evidenced by participation in classroom discussion.  Identify basic psychosocial needs of the client as evidenced by participation in classroom discussion.	I. Basic Psychosocial Needs A. Physical needs <ol style="list-style-type: none"><li>1. food and water</li><li>2. protection</li><li>3. activity</li><li>4. rest and sleep</li><li>5. safety</li><li>6. comfort</li></ol> B. Psychosocial needs <ol style="list-style-type: none"><li>1. recognition as a unique individual</li><li>ii. love and affection</li><li>iii. supportive environment</li><li>iv. acceptance by others</li><li>v. independence</li><li>vi. social interaction</li><li>vii. security</li><li>viii. success and self-esteem</li><li>ix. spiritual expression</li></ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate guidelines for the nurse aide to assist the client to meet his psychosocial needs as evidenced by Satisfactory rating on Skills Checklist in skills lab and in clinical.</p>	<ul style="list-style-type: none"> <li>x. sexual expression</li> <li>C. Problems meeting these needs               <ul style="list-style-type: none"> <li>1. physical loss of body functions and/or body parts</li> <li>2. social losses                   <ul style="list-style-type: none"> <li>a. spouse</li> <li>b. relatives</li> <li>c. friends</li> </ul> </li> <li>3. economic losses                   <ul style="list-style-type: none"> <li>a. retirement</li> <li>b. health costs</li> </ul> </li> <li>4. loss of personal control over decision-making                   <ul style="list-style-type: none"> <li>a. loss of driver's license</li> <li>b. loss of personal dwelling when moving to a long-term care facility</li> </ul> </li> </ul> </li> <li>D. Guidelines for the nurse aide to assist client in meeting psychosocial needs               <ul style="list-style-type: none"> <li>1. demonstrate caring, personal feeling for each client</li> <li>2. communicate a caring, personal feeling for each client</li> <li>3. promote client independence and personal control as much as possible                   <ul style="list-style-type: none"> <li>a. allow to follow habits and make personal choices</li> <li>b. adjust client care to permit continuation of lifestyle as much as possible</li> <li>c. encourage use of personal belongings</li> <li>d. encourage self-care as appropriate</li> <li>e. encourage client to continue religious practices</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Identify defense mechanisms as evidenced by participating in classroom discussion.	<ul style="list-style-type: none"> <li>f. provide personal time for sexual expression</li> <li>4. provide client with explanations when providing care               <ul style="list-style-type: none"> <li>a. promote right to dignity</li> <li>b. respect right to refuse care</li> </ul> </li> <li>E. Common reactions when client is unable to meet psychosocial needs               <ul style="list-style-type: none"> <li>1. anxiety</li> <li>2. depression</li> <li>3. anger or aggression</li> <li>4. confusion or disorientation</li> </ul> </li> <li>II. Mental health               <ul style="list-style-type: none"> <li>A. Client is able to make adjustments to maintain state of emotional balance                   <ul style="list-style-type: none"> <li>1. stress                       <ul style="list-style-type: none"> <li>a. anxiety, burden, pressure, worry</li> <li>b. causes                           <ul style="list-style-type: none"> <li>i. loss of independence</li> <li>ii. loss of significant other/s</li> <li>iii. loss of economic resources</li> <li>iv. loss of body part/function</li> <li>v. many other causes</li> </ul> </li> </ul> </li> <li>2. defense mechanisms                       <ul style="list-style-type: none"> <li>a. compensation                           <ul style="list-style-type: none"> <li>i. substituting for the loss</li> </ul> </li> <li>b. conversion                           <ul style="list-style-type: none"> <li>i. may have physical symptoms that cannot be explained medically</li> <li>ii. may use physical problem to avoid participating in an activity</li> <li>iii. “changes” the real reason into something else</li> </ul> </li> </ul> </li> <li>c. denial</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the signs and symptoms of anxiety as evidenced by participating in classroom discussion.	<ul style="list-style-type: none"> <li>i. refuses to believe</li> <li>d. displacement               <ul style="list-style-type: none"> <li>i. shifting an emotion from one person to another less threatening person</li> </ul> </li> <li>e. projection               <ul style="list-style-type: none"> <li>i. blaming someone else for own actions or feelings</li> </ul> </li> <li>f. rationalization               <ul style="list-style-type: none"> <li>i. creating acceptable reasons for behavior or action</li> </ul> </li> <li>g. regression               <ul style="list-style-type: none"> <li>i. demonstrate behaviors from an earlier time in life</li> </ul> </li> <li>h. repression               <ul style="list-style-type: none"> <li>i. refusing to remember frightening or unpleasant memory</li> </ul> </li> </ul> <p>III. Mental Illness</p> <p>A. Anxiety</p> <ul style="list-style-type: none"> <li>1. feeling of uneasiness, dread, worry can be helpful response unless it persists and effects ability to cope with everyday life signs and symptoms               <ul style="list-style-type: none"> <li>a. rapid pulse</li> <li>b. dry mouth</li> <li>c. sweating</li> <li>d. nausea</li> <li>e. difficulty sleeping</li> <li>f. loss of appetite</li> <li>g. restless</li> <li>h. irritable</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the behavior associated with bipolar disorder as evidenced by participating in classroom discussion.</p> <p>Describe the signs and symptoms associated with schizophrenia as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>E. Bipolar Disorder               <ul style="list-style-type: none"> <li>1. severe mood swings                   <ul style="list-style-type: none"> <li>a. manic phase                       <ul style="list-style-type: none"> <li>i. everything is wonderful</li> <li>ii. hyperactive</li> </ul> </li> <li>b. depression phase                       <ul style="list-style-type: none"> <li>i. excessive sadness</li> <li>ii. not enough energy to participate in ADLs</li> </ul> </li> </ul> </li> <li>2. caused by chemical imbalance in brain</li> </ul> </li> <li>F. Schizophrenia               <ul style="list-style-type: none"> <li>1. loss of contact with reality</li> <li>2. signs and symptoms                   <ul style="list-style-type: none"> <li>a. delusions                       <ul style="list-style-type: none"> <li>i. false ideas of who or what is around client</li> <li>ii. delusions of grandeur</li> <li>iii. delusions of persecution</li> <li>iv. paranoia</li> </ul> </li> <li>b. hallucinations                       <ul style="list-style-type: none"> <li>i. false sensations that are real to client</li> <li>ii. hearing voices</li> <li>iii. seeing things that are not really there</li> <li>iv. may involve any of the 5 senses</li> </ul> </li> <li>c. disorganized speech                       <ul style="list-style-type: none"> <li>i. flight of ideas</li> </ul> </li> <li>d. catatonic behavior - may stop in mid-sentence and stare</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate ways the nurse aide can modify his behavior in response to the behavior of the client as evidenced by satisfactory participation in skills lab and classroom role-play.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<p>IV. Guidelines to Modify the Nurse Aide's Behavior in Response to the Behavior of Clients</p> <p>A. Know the client</p> <ol style="list-style-type: none"> <li>1. greet client when entering the room</li> <li>2. encourage self-care as appropriate</li> <li>3. encourage independence with ADLs and activities</li> <li>4. allow client to make choices</li> <li>5. offer to come back at a later time</li> <li>6. remember the aide is not the cause of the client's behavior</li> <li>7. do not take client's actions and behavior personally</li> <li>8. stop when client resists what you are doing</li> </ol> <p>B. Be aware of your actions</p> <ol style="list-style-type: none"> <li>1. monitor your body language</li> <li>2. stay calm</li> <li>3. do not yell at or argue with client</li> <li>4. use silence appropriately</li> <li>5. treat client like an adult, not a child</li> <li>6. use appropriate eye contact</li> <li>7. be respectful of client</li> <li>8. provide privacy, if appropriate for client</li> <li>9. review reality with client</li> <li>10. answer questions about time, place, people honestly</li> </ol> <p>C. Report unusual behavior to appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. change in ability to perform ADLs</li> <li>2. change in mood</li> <li>3. behavior that is extreme, dangerous or frightening to other clients</li> <li>4. hallucinations or delusions</li> <li>5. comments about suicide</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate principles of behavior management by reinforcing appropriate behavior and causing inappropriate behavior to be reduced or eliminated as evidenced by satisfactory participation in classroom and skills lab role-play.</p>	<ul style="list-style-type: none"> <li>6. client not taking medications or hiding medications</li> <li>7. any activity that causes a change in client's behavior</li> <li>V. Behavior Management Techniques               <ul style="list-style-type: none"> <li>A. Principles of behavior management                   <ul style="list-style-type: none"> <li>1. ABCs                       <ul style="list-style-type: none"> <li>a. antecedent – what precedes the behavior</li> <li>b. behavior – an action, activity, or process which can be observed and measured</li> <li>c. consequence – how people in the environment react to the behavior</li> <li>d. to change the behavior, change either the antecedent or the consequence</li> </ul> </li> <li>2. speak with the 3 s's                       <ul style="list-style-type: none"> <li>a. slowly</li> <li>b. softly</li> <li>c. simply – avoid medical terminology</li> </ul> </li> <li>3. cueing – graduated guidance                       <ul style="list-style-type: none"> <li>a. provide guidance to perform a skill and then gradually let client perform task on his own</li> </ul> </li> <li>4. mirroring - modeling                       <ul style="list-style-type: none"> <li>a. have client mirror or copy what you are doing</li> </ul> </li> <li>5. directing                       <ul style="list-style-type: none"> <li>a. instructing the client to do a specific behavior</li> </ul> </li> <li>6. redirecting                       <ul style="list-style-type: none"> <li>a. change client focus from one behavior to another more</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate strategies to reinforce appropriate behavior as evidenced by satisfactory participation in class and skills lab role-play.</p>	<p>appropriate behavior</p> <ol style="list-style-type: none"> <li>7. schedule care when client is least agitated</li> </ol> <p>B. Reward steps that lead to final desired behavior</p> <ol style="list-style-type: none"> <li>i. plan what behavior is to be addressed</li> <li>2. behavior is broken down into small steps</li> <li>3. each step completed is rewarded</li> </ol> <p>C. Three (3) types of rewards</p> <ol style="list-style-type: none"> <li>1. primary rewards               <ol style="list-style-type: none"> <li>a. food</li> </ol> </li> <li>2. social rewards               <ol style="list-style-type: none"> <li>a. smile</li> <li>b. words of praise</li> </ol> </li> <li>3. physical rewards               <ol style="list-style-type: none"> <li>a. touch</li> <li>b. hug</li> <li>c. pat on the arm</li> </ol> </li> <li>4. rewards must be given in a way that would normally occur in the environment</li> <li>5. rewards should suit the preferences of the client receiving the reward</li> </ol> <p>D. Strategies to reinforce appropriate behavior</p> <ol style="list-style-type: none"> <li>1. remain calm</li> <li>2. maintain client's routine</li> <li>3. maintain client's toileting schedule</li> <li>4. encourage independence</li> <li>5. provide privacy</li> <li>6. encourage socialization</li> <li>7. respond positively to appropriate behavior</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate strategies to reduce inappropriate behavior as evidenced by satisfactory participation in class and skills lab role-play.</p> <p>Identify age-appropriate strategies to reinforce client dignity as evidenced by participating in classroom discussion.</p> <p>Identify guidelines for nurse aide to reinforce client dignity as evidenced by satisfactory role-play in class and skills lab.</p>	<p>E. Strategies to reduce client's inappropriate behavior</p> <ol style="list-style-type: none"> <li>1. ignore behavior if it is safe to do so</li> <li>2. remove behavior triggers</li> <li>3. focus on the familiar</li> <li>4. avoid caffeine</li> <li>5. allow to pace in a safe place</li> <li>6. do not argue with client</li> <li>7. try distraction – redirect behavior</li> <li>8. do not take behavior personally</li> <li>9. continue to reinforce appropriate behavior</li> </ol> <p>VI. Supporting Age-appropriate Behavior</p> <p>A. Age-appropriate strategies</p> <ol style="list-style-type: none"> <li>1. participate in planning own care</li> <li>2. encourage to make independent choices</li> <li>3. maintain privacy</li> <li>4. maintain confidentiality</li> <li>5. encourage client to have own possessions</li> <li>6. encourage participation in social activities</li> <li>7. encourage participation in recreational activities</li> <li>8. respect client's decisions and choices</li> </ol> <p>B. Guidelines for nurse aide to reinforce client dignity</p> <ol style="list-style-type: none"> <li>1. address client in a dignified manner</li> <li>2. take time to listen to what client has to say</li> <li>3. converse with client as with an adult</li> <li>4. do not ignore or humor client</li> <li>5. respect client's privacy</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify warning signs that frequently precede aggressive behavior as evidenced by participating in classroom discussion.</p> <p>Demonstrate strategies to respond to aggressive behavior as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>6. explain what you are going to do</li> <li>7. treat client as you would want to be treated</li> <li>8. encourage client to make choices</li> <li>9. client has right to refuse treatment, medications, activities</li> </ul> <p>VI. Responding Appropriately to Client's Behavior</p> <p>A. Aggressive behavior</p> <ul style="list-style-type: none"> <li>1. common causes <ul style="list-style-type: none"> <li>a. pain</li> <li>b. lack of sleep</li> <li>c. fear</li> <li>d. medication side effects</li> <li>e. too hot or too cold</li> <li>f. hunger</li> <li>g. unable to communicate</li> <li>h. forgetting</li> <li>i. infection and/or illness</li> <li>j. being approached by unknown clients and/or staff</li> </ul> </li> <li>2. warning signs preceding aggressive behavior <ul style="list-style-type: none"> <li>a. fear</li> <li>b. restlessness</li> <li>c. pacing</li> <li>d. clenching fists</li> <li>e. clenching jaw</li> <li>f. yelling</li> <li>g. trying to leave facility</li> <li>h. throwing things</li> </ul> </li> <li>3. strategies to respond to aggressive behavior <ul style="list-style-type: none"> <li>a. stay calm</li> <li>b. avoid touching client</li> <li>c. try to identify the trigger for the</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify warning signs that frequently precede angry behavior as evidenced by participating in classroom discussion.</p> <p>Demonstrate strategies to respond to angry behavior as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>behavior               <ul style="list-style-type: none"> <li>d. take threats seriously</li> <li>e. get help</li> <li>f. do not argue with client</li> <li>g. protect yourself and others from harm</li> <li>h. report observations to appropriate licensed nurse</li> </ul> </li> <li>B. Angry behavior               <ul style="list-style-type: none"> <li>1. common causes                   <ul style="list-style-type: none"> <li>a. disease</li> <li>b. fear</li> <li>c. pain</li> <li>d. grief</li> <li>e. loneliness</li> <li>f. loss of independence</li> <li>g. change in daily routine</li> </ul> </li> <li>2. warning signs preceding angry behavior                   <ul style="list-style-type: none"> <li>a. yelling</li> <li>b. throwing things</li> <li>c. threatening</li> <li>d. sarcasm</li> <li>e. pacing</li> <li>f. narrowed eyes</li> <li>g. clenched, raised fists</li> <li>h. withdrawal</li> <li>i. silent, sulking</li> </ul> </li> <li>3. strategies to respond to angry behavior                   <ul style="list-style-type: none"> <li>a. be pleasant and supportive</li> <li>b. try to find cause of anger</li> <li>c. listen to client</li> <li>d. observe body language</li> <li>e. think before speaking</li> <li>f. do not argue with client</li> <li>g. speak in a normal tone of voice</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify signs of combative behavior as evidenced by participating in classroom discussion.</p> <p>Demonstrate strategies to respond to combative behavior as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>h. treat client with respect</li> <li>i. respond promptly to requests</li> <li>j. report behavior to licensed nurse</li> <li>4. strategies if anger escalates               <ul style="list-style-type: none"> <li>a. stay a safe distance away from client</li> <li>b. provide for safety of other clients</li> <li>c. leave client alone if it is safe to do so</li> <li>d. summon help</li> </ul> </li> <li>C. Combative behavior               <ul style="list-style-type: none"> <li>1. common causes                   <ul style="list-style-type: none"> <li>a. disease affecting the brain</li> <li>b. escalating anger or frustration</li> <li>c. medication side effects</li> </ul> </li> <li>2. combative behavior                   <ul style="list-style-type: none"> <li>a. hitting</li> <li>b. shoving</li> <li>c. kicking</li> <li>d. throwing things</li> <li>e. insulting others</li> </ul> </li> <li>3. strategies to respond to combative behavior                   <ul style="list-style-type: none"> <li>a. immediately call for help</li> <li>b. keep yourself and others at a safe distance from the client</li> <li>c. stay calm</li> <li>d. be reassuring, speak calmly</li> <li>e. try to find the trigger for the behavior</li> <li>f. do not respond to insults</li> <li>g. do not hit back</li> <li>h. follow the direction of the licensed nurse</li> <li>i. when behavior is under control sit with client to provide comfort, if instructed by</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate strategies to respond to confused and/or disoriented behavior as evidenced by satisfactory participation in role-play in class and in skills lab.</p>	<ul style="list-style-type: none"> <li>g. sudden drop in body temperature</li> <li>h. lack of oxygen</li> <li>i. medication side effects</li> <li>j. infection</li> <li>k. illness</li> <li>l. loss of sleep</li> <li>m. seizure</li> <li>n. constipation</li> <li>o. difficulty hearing</li> </ul> <p>3. strategies to respond to confusion/disorientation</p> <ul style="list-style-type: none"> <li>a. do not leave client alone</li> <li>b. stay calm</li> <li>c. provide quiet environment</li> <li>c. speak slowly, softly, simply</li> <li>d. introduce yourself every time you encounter client</li> <li>e. reality orientation</li> <li>f. repeat directions as needed</li> <li>g. break ADL tasks into simple steps</li> <li>h. do not rush client to complete tasks</li> <li>i. keep client's routine</li> <li>j. observe client's body language as well as listen to what client is saying</li> <li>k. tell client when you are leaving room</li> <li>l. encourage use of glasses and hearing aides</li> <li>m. allow client to make choices</li> <li>n. encourage independence as appropriate</li> <li>o. report observations to the appropriate licensed nurse</li> </ul>			





OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate strategies to meet the emotional needs of the client and the family/concerned others as evidenced by satisfactory participation in classroom discussion and role-play in class and skills lab.</p> <p>Demonstrate strategies to encourage family/concerned others to provide emotional support to the client as evidenced by participating in classroom discussion.</p>	<p>staff in planning appropriate behavior management plan as needed</p> <p>B. Strategies to meet emotional needs of client and family/concerned others</p> <ol style="list-style-type: none"> <li>1. be kind and respectful</li> <li>2. ask appropriate questions</li> <li>3. answer questions from client and family/concerned others promptly and appropriately</li> <li>4. listen</li> <li>5. provide competent care to gain confidence of family/concerned others and client</li> <li>6. create permanent assignments so client and family/concerned others can develop relationship with caregiver</li> <li>7. allow client to contact family/concerned others as desired</li> </ol> <p>C. Strategies to encourage family/concerned others to provide emotional support to client</p> <ol style="list-style-type: none"> <li>1. invite family to care conferences as appropriate</li> <li>2. send newsletters informing of upcoming events and special occasions</li> <li>3. make space for family/concerned others to celebrate private events (birthday, anniversary, etc.)</li> <li>4. be friendly and respectful to visiting family/concerned others</li> <li>5. keep facility welcoming, clean and odor-free</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate appropriate clinical care of the aged as evidenced by satisfactory ratings in the skills lab and in the clinical setting.</p> <p>Describe the effects developmental disabilities may have on the client as evidenced by participating in classroom discussion.</p>	<p>VIII. Providing Appropriate Clinical Care to the Aged and Disabled</p> <p>A. Clinical care for the aged</p> <ol style="list-style-type: none"> <li>1. respect client rights at all times</li> <li>2. provide for privacy</li> <li>3. maintain confidentiality</li> <li>4. know each client as an individual</li> <li>5. provide care within the nurse aide scope of practice, as assigned</li> <li>6. promote client independence</li> <li>7. keep client free from pain and discomfort</li> <li>8. follow nursing care plan</li> <li>9. observe and report physical and/or behavioral changes to appropriate licensed nurse</li> </ol> <p>B. Developmental disabilities</p> <ol style="list-style-type: none"> <li>1. definition <ol style="list-style-type: none"> <li>a. present from birth</li> <li>b. restricts physical and/or mental ability</li> <li>c. client has difficulty with language, mobility and/or learning</li> </ol> </li> <li>2. examples <ol style="list-style-type: none"> <li>a. cerebral palsy – caused by oxygen deficit at birth</li> <li>b. autism</li> <li>c. mental retardation</li> </ol> </li> <li>3. functions limited by developmental disabilities <ol style="list-style-type: none"> <li>a. affect</li> <li>b. self-care</li> <li>c. learning</li> <li>d. mobility</li> <li>e. self-direction</li> <li>f. expressing language</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify various physical disabilities the nurse aide may find in a long-term care facility as evidenced by participating in classroom discussion.</p> <p>Demonstrate appropriate clinical care of the disabled as evidenced by Satisfactory ratings in the skills lab and in the clinical setting.</p>	<p>g. expressing understanding</p> <p>C. Physical disabilities</p> <ol style="list-style-type: none"> <li>1. examples               <ol style="list-style-type: none"> <li>a. visual impairment</li> <li>b. hearing impairment</li> <li>c. amputee</li> <li>d. cerebral vascular accident (CVA/stroke)</li> </ol> </li> <li>2. functions limited by physical disability               <ol style="list-style-type: none"> <li>a. depends on part of the body affected</li> </ol> </li> </ol> <p>D. Guidelines for clinical care for the disabled</p> <ol style="list-style-type: none"> <li>1. treat as adults regardless of behavior</li> <li>2. praise and encourage</li> <li>3. be patient</li> <li>4. maintain privacy</li> <li>5. maintain confidentiality</li> <li>6. keep free from pain and discomfort</li> <li>7. encourage client independence</li> <li>8. encourage client to make personal choices</li> <li>9. help teach ADLs as appropriate</li> <li>10. repeat words and directions as needed</li> <li>11. allow time to process what you have said</li> <li>12. encourage participation in restorative care</li> <li>13. follow nursing care plan</li> <li>14. observe and report any physical and/or behavioral changes to appropriate licensed nurse</li> </ol>			

## UNIT X – SPECIAL NEEDS CLIENTS

(18VAC90-26-40.A.5.a, b, c, d)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Describe age-related changes of the nervous system.
2. Discuss common disorders of the nervous system, including the care of the client.
3. Describe age-related changes to the eye.
4. Discuss common disorders of the eye, including care of the client.
5. Demonstrate understanding of behavior of the visually impaired client, including how to respond to this behavior.
6. Describe age-related changes of the ear.
7. Discuss common disorders of the ear, including care of the client.
8. Demonstrate understanding of behavior of the hearing-impaired client, including how to respond to this behavior.
9. Demonstrate understanding of behavior of the cognitively impaired client, including how to respond to this behavior.
10. Demonstrate how to communicate with the cognitively impaired client.
11. Demonstrate techniques for addressing the unique needs and behaviors of cognitively impaired clients.
12. Demonstrate methods to reduce the effects of cognitive impairment.
13. Describe complications of diabetes mellitus, include care of the client.
14. Describe care of the client experiencing hypoglycemia and hyperglycemia.
15. Describe care of the client experiencing hypothyroidism and hyperthyroidism.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Explain the anatomy and physiology of the nervous system as evidenced by being able to correctly identify each component part and its function.	I. Nervous System A. Anatomy and Physiology 1. neuron a. cell that sends and receives information b. dendrite – short extension from the neuron cell body that receives information c. axon – long extension from the cell body that sends information d. synapse – space between axon of one neuron and the dendrite			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>of the next</li> <li>e. myelin – covering of some of the axons</li> <li>2. two (2) divisions of the nervous system               <ul style="list-style-type: none"> <li>a. central nervous system (CNS)                   <ul style="list-style-type: none"> <li>- brain and spinal cord</li> </ul> </li> <li>b. peripheral nervous system (PNS) - nerves outside of brain and spinal cord</li> </ul> </li> <li>3. CNS               <ul style="list-style-type: none"> <li>a. brain                   <ul style="list-style-type: none"> <li>i. cerebrum – largest part of brain                       <ul style="list-style-type: none"> <li>a) controls voluntary muscle movement</li> <li>b) processes information received from sensory organs</li> <li>c) allows us to speak, remember, think and feel emotions</li> </ul> </li> <li>ii. cerebellum                       <ul style="list-style-type: none"> <li>a) helps coordinate brain's commands to muscles</li> <li>b) assists with balance</li> </ul> </li> <li>iii. brain stem                       <ul style="list-style-type: none"> <li>a) connects spinal cord to brain</li> <li>b) regulates body temperature, blood pressure, respirations and heartbeat</li> </ul> </li> <li>iv. spinal cord                       <ul style="list-style-type: none"> <li>a) extends from base of brain to about the level of the naval</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe age-related changes seen in the nervous system as evidenced by accurately participating in classroom discussion.	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>b) surrounded and protected by the vertebrae</li> <li>c) carries messages from the brain to and from the body</li> </ul> </li> <li>4. PNS               <ul style="list-style-type: none"> <li>a. sensory nerves – carry information from the internal organs and the outside world to the spinal cord and into the brain</li> <li>b. motor nerves - carry commands from brain down spinal cord and to the muscles and organs of the body</li> </ul> </li> <li>5. function of the nervous system               <ul style="list-style-type: none"> <li>a. regulates what goes on inside the body in response to external stimuli</li> <li>b. allows body to interact with the world around us                   <ul style="list-style-type: none"> <li>i. senses – touch, hearing, sight, smell, taste</li> </ul> </li> </ul> </li> <li>B. Effects of aging on the nervous system               <ul style="list-style-type: none"> <li>1. slower conduction time                   <ul style="list-style-type: none"> <li>a. slower reflexes</li> <li>b. increased risk of falling</li> <li>c. short-term memory loss</li> <li>d. decreased sense of touch</li> <li>e. some hearing loss</li> <li>f. decreased vision, sense of smell and sense of taste</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss common disorders of the nervous system, including their signs and symptoms, as evidenced by participating in classroom discussion.</p>	<p>C. Common disorders of the nervous system</p> <ol style="list-style-type: none"> <li>1. cerebrovascular accident (CVA, Stroke, brain attack)               <ol style="list-style-type: none"> <li>a. caused by blocked blood vessel or a ruptured blood vessel in the brain</li> <li>b. signs and symptoms                   <ol style="list-style-type: none"> <li>i. dizziness</li> <li>ii. confusion</li> <li>iii. loss of consciousness</li> <li>iv. seizure</li> <li>v. facial droop on one side</li> <li>vi. drooping of one eyelid</li> <li>vii. blurred vision</li> <li>viii. sudden, intense headache</li> <li>ix. loss of bowel and/or bladder control</li> <li>x. numbness, tingling on one side of the body</li> <li>xi. weakness and/or paralysis on one side of the body</li> <li>xii. inability to speak</li> <li>xiii. elevated blood pressure</li> </ol> </li> </ol> </li> <li>c. guidelines for caring for client recovering from a CVA               <ol style="list-style-type: none"> <li>i. encourage independence by using assistive devices as appropriate</li> <li>ii. promote self-esteem</li> <li>iii. allow client time to respond by providing ample time for tasks</li> <li>iv. assist with range of motion to maintain muscle tone and joint mobility</li> <li>v. be aware of changes in or</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion/role-play scenarios.</p>	<p>loss of sensation when providing or assisting with personal care</p> <ul style="list-style-type: none"> <li>vi. assist with nutrition and fluid intake as appropriate to maintain weight and avoid constipation</li> <li>vii. do not refer to a “bad” body part</li> <li>viii. place food in the strong or unaffected side of the mouth when feeding client</li> <li>ix. keep communication simple and use a communication board if appropriate</li> <li>x. if client forgets about paralyzed body part, gently remind him when transferring or repositioning client</li> <li>xi. reposition client q2hrs to prevent pressure sores and contractures</li> <li>xii. be aware client emotions can suddenly change</li> <li>xiii. encourage client progress</li> <li>xiv. encourage client to socialize and participate in activities</li> </ul> <p>d. notify appropriate licensed nurse of the following</p> <ul style="list-style-type: none"> <li>i. change in level of consciousness</li> <li>ii. change in ability to use a body part</li> <li>iii. change in degree of sensation</li> <li>iv. signs of dehydration</li> <li>v. weight loss</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p>	<ul style="list-style-type: none"> <li>vi. signs of depression</li> <li>2. Parkinson's Disease               <ul style="list-style-type: none"> <li>a. client progressively deteriorates</li> <li>b. signs and symptoms                   <ul style="list-style-type: none"> <li>i. uncontrollable tremors</li> <li>ii. mask-like facial expression</li> <li>iii. drooling</li> <li>iv. pill-rolling</li> <li>v. rigid muscles</li> <li>vi. shuffling gait</li> <li>vii. stooped posture</li> </ul> </li> <li>c. guidelines for caring for client with Parkinson's Disease                   <ul style="list-style-type: none"> <li>i. assist with ambulation to prevent falls</li> <li>ii. when ambulating, encourage client to stand as straight as possible and to pick up his feet</li> <li>iii. allow client ample time to complete simple tasks</li> <li>iv. assist with ADLs as appropriate</li> <li>v. provide assistive devices to help with eating</li> <li>vi. encourage socialization and participation in activities to prevent depression</li> </ul> </li> <li>d. notify the appropriate licensed nurse of the following                   <ul style="list-style-type: none"> <li>i. severe trembling</li> <li>ii. severe muscle rigidity</li> <li>iii. mood swings</li> <li>iv. sudden incontinence</li> <li>v. dehydration</li> <li>vi. signs of depression</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>3. seizures               <ul style="list-style-type: none"> <li>a. caused by a short-circuit in brain's electrical pathways                   <ul style="list-style-type: none"> <li>i. head trauma</li> <li>ii. tumor in the brain</li> <li>iii. high fever</li> <li>iv. alcohol and/or drug abuse</li> <li>v. deficiency of oxygen to the brain at birth</li> </ul> </li> <li>b. signs and symptoms                   <ul style="list-style-type: none"> <li>i. change in level of consciousness</li> <li>ii. tonic-clonic muscle movements</li> <li>iii. staring</li> </ul> </li> <li>c. guidelines for care of the client having a seizure                   <ul style="list-style-type: none"> <li>i. lower client to floor and protect the head from injury</li> <li>ii. watch breathing, turn client/resident on his/her side to help keep airway open if needed</li> <li>iii. allow the rest of the body to move</li> <li>iv. do not attempt to put anything in client's mouth</li> <li>v. when seizure is finished position client on side in the recovery position</li> <li>vi. when client recovers assist into clean, dry clothes if appropriate</li> <li>vii. be supportive of client to promote self-esteem</li> </ul> </li> </ul> </li> </ul>	<a href="https://www.epilepsy.com/learn/seizure-first-aid-and-safety/adapting-first-aid-plans">https://www.epilepsy.com/learn/seizure-first-aid-and-safety/adapting-first-aid-plans</a>		

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p>	<ul style="list-style-type: none"> <li>viii. notify licensed nurse immediately               <ul style="list-style-type: none"> <li>a) report time seizure began</li> <li>b) how long it lasted</li> <li>c) describe seizure</li> </ul> </li> <li>4. multiple sclerosis (MS)               <ul style="list-style-type: none"> <li>a. progressive disorder that affects the nervous system's ability to communicate with muscles and control movement</li> <li>b. occurs in young adults most often</li> <li>c. signs and symptoms                   <ul style="list-style-type: none"> <li>i. numbness and tingling</li> <li>ii. muscle weakness</li> <li>iii. extreme fatigue</li> <li>iv. tremors</li> <li>v. decreased sensation in extremities</li> <li>vi. blurred or double vision</li> <li>vii. poor balance</li> <li>viii. difficulty walking because the feet drag</li> <li>ix. bowel and/or bladder incontinence</li> <li>x. paralysis in late stages of disease</li> </ul> </li> <li>d. guidelines for caring for the client with MS                   <ul style="list-style-type: none"> <li>i. assist with ambulation to prevent falls</li> <li>ii. allow client ample time to complete tasks and ADLs</li> <li>iii. offer frequent rest periods during tasks and ADLs</li> <li>iv. turn, reposition, and provide skin care q2h to prevent</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion/role-play scenarios.</p>	<ul style="list-style-type: none"> <li>pressure sores</li> <li>v. assist with range of motion to maintain muscle tone and joint mobility</li> <li>vi. encourage socialization and participation in activities to prevent depression</li> <li>e. notify the appropriate licensed nurse of the following               <ul style="list-style-type: none"> <li>i. skin that is red, pale or looks like the beginning of a pressure sore</li> <li>ii. joints that do not move as easily as they did</li> <li>iii. complaints of burning on urination, frequency of urination, urine that is concentrated or foul-smelling</li> <li>iv. change in level of consciousness</li> <li>v. signs of depression</li> </ul> </li> <li>5. head and spinal cord injuries               <ul style="list-style-type: none"> <li>a. causes                   <ul style="list-style-type: none"> <li>i. concussion – banging injury to the brain</li> <li>ii. accidents</li> </ul> </li> <li>b. sign and symptoms                   <ul style="list-style-type: none"> <li>i. headache</li> <li>ii. unequal pupils</li> <li>iii. drowsy</li> <li>iv. seizure</li> <li>v. change in level of consciousness</li> </ul> </li> <li>c. guidelines for care of the client with a head or spinal cord injury                   <ul style="list-style-type: none"> <li>i. turn, reposition and give skin care q2h to maintain skin and</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p> <p>Explain the anatomy and physiology of the eye as evidenced by being able to correctly identify each component part and its function.</p>	<ul style="list-style-type: none"> <li>prevent pressure sores and contractures</li> <li>ii. perform range of motion exercises on a regular basis</li> <li>iii. encourage as much independence with ADLs as appropriate</li> <li>iv. encourage hydration</li> <li>v. provide assistive devices as necessary to promote independence and self-esteem</li> <li>vi. follow bowel and bladder schedule</li> <li>vii. encourage client to socialize and participate in activities to prevent depression</li> <li>d. report to the appropriate licensed nurse the following               <ul style="list-style-type: none"> <li>i. skin that looks as though a pressure sore is forming</li> <li>ii. joints that do not move as easily as they did</li> <li>iii. complaints of burning on urination, frequency of urination, urine that is concentrated or foul smelling</li> <li>iv. change in level of consciousness</li> <li>v. signs of depression</li> </ul> </li> <li>D. The eye               <ul style="list-style-type: none"> <li>1. organ of sight                   <ul style="list-style-type: none"> <li>a. sclera – white of the eye</li> <li>b. cornea – clear part of sclera that allows light to enter into the eyeball</li> <li>c. lens – clear structure that refracts (bends) the light to</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the eye as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>focus on the retina</li> <li>d. retina – inner-most part of the eyeball               <ul style="list-style-type: none"> <li>i. contains receptors (rods and cones) that convert light into nerve impulses that travel to the brain where the impulses are processed</li> </ul> </li> <li>2. effects of aging on the eye               <ul style="list-style-type: none"> <li>a. decreased number of receptors in the retina</li> <li>b. lens becomes cloudy and opaque</li> <li>c. lens becomes less flexible, unable to properly focus the light on the retina</li> <li>d. decrease in tear production</li> </ul> </li> <li>3. common disorders of the eye               <ul style="list-style-type: none"> <li>a. conjunctivitis (pink eye)                   <ul style="list-style-type: none"> <li>i. infection and inflammation of the eyelid</li> <li>ii. signs and symptoms                       <ul style="list-style-type: none"> <li>a) eye is red, itchy</li> <li>b) eye tears a lot</li> <li>c) white or yellow discharge from the eye</li> </ul> </li> <li>iii. guidelines for caring for the client with pink eye                           <ul style="list-style-type: none"> <li>a) wash hands before and after caring for the client</li> <li>b) keep your hands away from your face and eyes</li> <li>c) encourage client to avoid touching or rubbing his eyes and to use a tissue if he/she must</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>iv. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a) discharge from eyes</li> <li>b) complaint of burning or itching in the eyes</li> </ul> </li> <li>b. cataracts               <ul style="list-style-type: none"> <li>i. lens becomes cloudy preventing light from entering into the eye and decreasing vision</li> <li>ii. treated by surgery to remove the lens and replace it with an artificial lens</li> <li>iii. guidelines for caring for the client with a cataract                   <ul style="list-style-type: none"> <li>a) provide extra light in room or when performing tasks such as reading</li> <li>b) do not sit facing a bright window, turn and sit with back toward window</li> <li>c) encourage independence</li> <li>d) assist with ADLs as appropriate</li> </ul> </li> </ul> </li> <li>c. glaucoma               <ul style="list-style-type: none"> <li>i. increased pressure inside the eye                   <ul style="list-style-type: none"> <li>a) can lead to blindness if not treated</li> </ul> </li> <li>ii. signs and symptoms                   <ul style="list-style-type: none"> <li>a) decreased vision</li> <li>b) nausea/vomiting</li> <li>c) seeing “halo” around lights</li> <li>d) blurred vision</li> </ul> </li> </ul> </li> <li>d. age-related macular degeneration (AMD)               <ul style="list-style-type: none"> <li>i. receptors in center of retina</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate an understanding of the visually impaired client as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Respond appropriately to the behavior of the visually impaired client as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p> <p>Explain the anatomy and physiology of the ear as evidenced by being able to correctly identify each component part and its function.</p>	<p>are destroyed a) client can only see the periphery of the field of sight</p> <p>4. guidelines for caring for the client with vision impairment</p> <p>a. encourage use of their glasses</p> <p>b. check glasses daily to assure they are clean</p> <p>i. wash glasses with warm water and dry with soft towel; never dry with a paper towel</p> <p>c. knock before entering client's room</p> <p>d. identify yourself whenever enter client's room</p> <p>e. announce to client when you are leaving client's room</p> <p>f. leave furniture where client knows where it is</p> <p>g. use numbers of a clock to tell client where an item or food is located on the plate</p> <p>h. when assisting client to ambulate, walk slightly ahead of client and allow client to hold your arm or elbow</p> <p>i. report to appropriate licensed nurse glasses that need to be repaired</p> <p>E. The ear</p> <p>1. anatomy and physiology of the ear</p> <p>a. outer ear</p> <p>i. tympanic membrane – ear drum</p> <p>ii. cerumen – ear wax</p> <p>b. middle ear</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the ear as evidenced by accurately participating in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>i. equalizes air pressure</li> <li>ii. 3 small bones – malleus, incus and stapes</li> <li>c. inner ear               <ul style="list-style-type: none"> <li>i. cochlea – contains receptors for hearing</li> <li>ii. vestibule</li> <li>iii. semicircular canals – help keep our balance</li> </ul> </li> <li>2. function of the ear               <ul style="list-style-type: none"> <li>a. hearing</li> <li>b. balance</li> </ul> </li> <li>3. effects of aging on the ear               <ul style="list-style-type: none"> <li>a. tympanic membrane becomes stiff</li> <li>b. 3 small bones don't vibrate as easily</li> <li>c. sensory receptors in cochlea decrease</li> <li>d. decreased hearing</li> </ul> </li> <li>4. common disorders of the ear               <ul style="list-style-type: none"> <li>a. otitis media                   <ul style="list-style-type: none"> <li>i. infection of the middle ear</li> <li>ii. signs and symptoms                       <ul style="list-style-type: none"> <li>a) ear pain</li> <li>b) fever</li> <li>c) discharge from the ear</li> <li>d) difficulty hearing</li> </ul> </li> <li>iii. report to appropriate licensed nurse the following                       <ul style="list-style-type: none"> <li>a) discharge from the ear</li> <li>b) complaints of ear pain</li> <li>c) complaints of difficulty hearing</li> <li>d) fever</li> </ul> </li> </ul> </li> <li>b. Meniere's Disease                   <ul style="list-style-type: none"> <li>i. disease of the inner ear</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate an understanding of the hearing impaired client as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p>	<ul style="list-style-type: none"> <li>ii. signs and symptoms               <ul style="list-style-type: none"> <li>a) dizzy</li> <li>b) tinnitus – ringing in the ears</li> <li>c) temporary hearing loss</li> <li>d) nausea/vomiting</li> </ul> </li> <li>iii. guidelines for care of client with Meniere’s Disease               <ul style="list-style-type: none"> <li>a) lie down</li> <li>b) keep eyes from moving</li> <li>c) allow client ample time to complete ADLs</li> </ul> </li> <li>c. deafness               <ul style="list-style-type: none"> <li>i. conductive hearing loss – sound waves prevented from reaching receptors in cochlea</li> <li>ii. sensorineural hearing loss – receptors unable to transmit nerve impulses or to receive stimuli</li> </ul> </li> <li>5. hearing aids               <ul style="list-style-type: none"> <li>a. battery operated device to amplify sound</li> <li>b. very expensive, handle with care</li> <li>c. guidelines for caring for hearing aids                   <ul style="list-style-type: none"> <li>i. treat with care</li> <li>ii. turn off when not in use</li> <li>iii. store in labeled container in a cool, dry place</li> <li>iv. check batteries frequently to ensure they are in working order</li> <li>v. do not get batteries wet</li> <li>vi. remove hearing aid before bathing, showering or shampooing hair</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Respond appropriately to the behavior of the hearing impaired client as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p> <p>Define the terms used with cognitive impairment as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>vii. report to licensed nurse dead batteries, hearing aid that need repair</li> <li>6. guidelines for caring for the client with hearing impairment               <ul style="list-style-type: none"> <li>a. reduce or eliminate background noise</li> <li>b. encourage client to wear hearing aid and verify that hearing aid is turned on</li> <li>c. check that batteries for hearing aid are functional</li> <li>d. face client when speaking</li> <li>e. use note pad to write important directions</li> <li>f. consider learning sign language</li> </ul> </li> <li>II. Cognitive Impairment – Memory Care               <ul style="list-style-type: none"> <li>A. Introduction                   <ul style="list-style-type: none"> <li>1. inability to think, to remember or to reason</li> <li>2. causes                       <ul style="list-style-type: none"> <li>a. delirium – temporary confusion</li> <li>b. depression</li> <li>c. dementia</li> </ul> </li> <li>3. dementia in long-term care                       <ul style="list-style-type: none"> <li>a. brain atrophies, nerve fibers become tangled and covered with a sticky protein</li> <li>b. progressive</li> <li>c. not reversible</li> <li>d. there is no cure</li> <li>e. many causes                           <ul style="list-style-type: none"> <li>i. brain injury</li> <li>ii. AIDS</li> <li>iii. prolonged substance abuse</li> <li>iv. CVA</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Define the various types of dementia as evidenced by participation in classroom discussion.</p> <p>Discuss the three stages of Alzheimer's Disease as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>v. Parkinson's Disease</li> <li>vi. Alzheimer's Disease (AD)</li> <li>4. types of dementia               <ul style="list-style-type: none"> <li>a. over 100 different types</li> <li>b. vascular dementia – may occur after a stroke due to interruption of blood supply                   <ul style="list-style-type: none"> <li>i. symptoms of impaired judgment and problems planning, concentrating and thinking</li> </ul> </li> <li>c. dementia with Lewy bodies – less common                   <ul style="list-style-type: none"> <li>i. symptoms of memory loss, thinking problems, visual hallucinations, muscle rigidity</li> </ul> </li> <li>d. Alzheimer's Disease - most common type</li> </ul> </li> <li>B. Alzheimer's Disease (AD)               <ul style="list-style-type: none"> <li>1. three (3) stages                   <ul style="list-style-type: none"> <li>a. stage 1- early/mild                       <ul style="list-style-type: none"> <li>i. short-term memory loss</li> <li>ii. disorientated to time</li> <li>iii. loses interest in work and hobbies</li> <li>iv. unable to concentrate</li> <li>v. decreased attention span</li> <li>vi. mood swings</li> <li>vii. rude behavior</li> <li>viii. tends to blame others</li> <li>ix. poor judgment</li> <li>x. poor personal hygiene and safety awareness</li> </ul> </li> <li>b. stage 2 - middle/moderate                       <ul style="list-style-type: none"> <li>i. increased disorientation</li> <li>ii. increased memory loss – may forget family and friends</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>iii. slurred speech</li> <li>iv. difficulty finding the right words</li> <li>v. difficulty following directions</li> <li>vi. loses ability to read, write or do math</li> <li>vii. unable to perform own ADLs without assistance</li> <li>viii. unable to recognize common items like a comb or eating utensils</li> <li>ix. becomes incontinent</li> <li>x. restless, wanders, paces, sundown syndrome</li> <li>xi. difficulty sleeping</li> <li>xii. poor impulse control – inappropriate language, sexually aggressive</li> <li>xiii. hallucinations (experiences sensations that are not real) and/or delusions (false ideas about who one is or what is going on around them)</li> <li>c. stage 3 – late/severe <ul style="list-style-type: none"> <li>i. total disorientation to time, place and person</li> <li>ii. total dependence on others for care</li> <li>iii. completely incontinent</li> <li>iv. verbally unresponsive</li> <li>v. confined to bed, unable to walk</li> <li>vi. unable to recognize family or self</li> <li>vii. difficulty swallowing and eating</li> <li>viii. seizures</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate an understanding of the behavior of the cognitively impaired client as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Respond appropriately to the behavior of the cognitively impaired client as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p>	<ul style="list-style-type: none"> <li>ix. coma</li> <li>x. death</li> <li>C. Behaviors associated with dementia               <ul style="list-style-type: none"> <li>1. wandering or pacing                   <ul style="list-style-type: none"> <li>a. causes                       <ul style="list-style-type: none"> <li>i. over-stimulating environment</li> <li>ii. feeling scared or lost</li> <li>iii. looking for someone or something</li> <li>iv. need to go to the bathroom</li> <li>v. hunger</li> <li>vi. forgetting how or where to sit</li> </ul> </li> <li>b. appropriate responses to wandering or pacing                       <ul style="list-style-type: none"> <li>i. provide safe place for wandering/pacing</li> <li>ii. maintain toileting schedule</li> <li>iii. offer snacks</li> <li>iv. redirect to other activities</li> <li>v. redirect to other exercise</li> <li>vi. for nighttime wandering, minimize daytime napping</li> <li>vii. provide reassurance</li> </ul> </li> </ul> </li> <li>2. agitation                   <ul style="list-style-type: none"> <li>a. causes                       <ul style="list-style-type: none"> <li>i. frustration</li> <li>ii. insecurity</li> <li>iii. new people or new places</li> <li>iv. changes in routine</li> <li>v. over-stimulating environment</li> </ul> </li> <li>b. appropriate responses to agitation                       <ul style="list-style-type: none"> <li>i. eliminate triggering behavior</li> <li>ii. keep calm</li> <li>iii. speak slowly and simply</li> <li>iv. reduce noise and stimulation in environment</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate appropriate responses to a resident experiencing hallucinations/delusions as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>v. redirect to a familiar activity</li> <li>vi. reassure client that he is safe</li> <li>3. hallucinations and delusions               <ul style="list-style-type: none"> <li>a. hallucinations – hearing/seeing things that are not there</li> <li>b. delusions – false ideas about who one is or what is going on around one</li> <li>c. appropriate responses to hallucinations/delusions                   <ul style="list-style-type: none"> <li>i. if they are harmless, ignore them</li> <li>ii. do not argue because they are real to the client</li> <li>iii. redirect client to other activities</li> <li>iv. report violent behavior to appropriate nurse, such as hitting, attacking, threatening to self and/or others                       <ul style="list-style-type: none"> <li>a) causes                           <ul style="list-style-type: none"> <li>1) frustration</li> <li>2) over-stimulation</li> <li>3) change in routine</li> </ul> </li> <li>b) appropriate responses to violent behavior                           <ul style="list-style-type: none"> <li>1) notify licensed nurse immediately</li> <li>2) decrease environmental stimulation</li> <li>3) step out of reach and remain calm</li> <li>4) protect yourself and others</li> <li>5) never hit back</li> <li>6) speak slowly and simply</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate appropriate responses to a resident experiencing catastrophic reactions as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p> <p>Define pillaging, rummaging, and hoarding as evidenced by minimum grade of 80% on unit test.</p>	<ol style="list-style-type: none"> <li>4. catastrophic reactions               <ol style="list-style-type: none"> <li>a. unreasonable, exaggerated reaction                   <ol style="list-style-type: none"> <li>i. may be inappropriate language</li> </ol> </li> <li>b. causes                   <ol style="list-style-type: none"> <li>i. fatigue</li> <li>ii. change of routine</li> <li>iii. over-stimulation in environment</li> <li>iv. pain or discomfort</li> <li>v. hunger or need to toilet</li> </ol> </li> <li>c. appropriate responses to catastrophic reactions                   <ol style="list-style-type: none"> <li>i. remove triggers</li> <li>ii. use calming techniques</li> <li>iii. do not leave the client alone</li> <li>iv. block blows</li> <li>v. never hit back</li> <li>vi. stay out of reach</li> <li>vii. protect yourself and others</li> <li>viii. call for help</li> <li>ix. notify licensed nurse immediately</li> </ol> </li> </ol> </li> <li>5. pillaging, rummaging and/or hoarding               <ol style="list-style-type: none"> <li>a. pillaging – taking items that belong to someone else</li> <li>b. rummaging – going through drawers, closets, personal items that belong to oneself or to others</li> <li>c. hoarding – collecting more items than one needs and never throwing anything away</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate appropriate responses to a resident experiencing pillaging, rummaging and/or hoarding as evidenced by satisfactory role-play in the lab and satisfactory performance in the clinical setting.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p> <p>Demonstrate appropriate responses to a resident experiencing sundowning as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p>	<ul style="list-style-type: none"> <li>d. appropriate responses to pillaging, rummaging and/or hoarding               <ul style="list-style-type: none"> <li>i. do not judge clients - these behaviors are out of their control</li> <li>ii. label all of client belongings</li> <li>iii. check hiding places periodically</li> <li>iv. notify family so they are aware of behavior</li> <li>v. set aside special drawer for rummaging or hoarding</li> <li>vi. notify licensed nurse immediately</li> </ul> </li> <li>6. sundown syndrome               <ul style="list-style-type: none"> <li>a. client becomes restless and agitated in late afternoon, evening or night</li> <li>b. causes                   <ul style="list-style-type: none"> <li>i. hunger</li> <li>ii. fatigue</li> <li>iii. change in routine</li> <li>iv. new situation</li> </ul> </li> <li>c. appropriate responses to sundowning                   <ul style="list-style-type: none"> <li>i. provide adequate lighting before it gets dark</li> <li>ii. avoid stressful situations in afternoon or evening</li> <li>iii. discourage daytime naps</li> <li>iv. follow a bedtime routine</li> <li>v. plan calming activity just before bedtime</li> <li>vi. eliminate caffeine from diet</li> <li>vii. give soothing back rub</li> <li>viii. redirect behavior to a calm</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p> <p>Demonstrate appropriate responses to a resident experiencing perseveration as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Demonstrate appropriate responses to a resident experiencing inappropriate social behavior as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p>	<ul style="list-style-type: none"> <li>activity</li> <li>ix. maintain daily exercise routine</li> <li>x. notify licensed nurse of behavior</li> <li>7. perseveration               <ul style="list-style-type: none"> <li>a. repeat words, phrases or questions over and over again</li> <li>b. may repeat same activity over and over again</li> <li>c. appropriate responses to perseveration                   <ul style="list-style-type: none"> <li>i. remember that client is unaware of behavior</li> <li>ii. respond each time to a question</li> <li>iii. remain calm</li> <li>iv. do not attempt to silence or stop client</li> <li>v. redirect client to another activity</li> <li>vi. notify licensed nurse of behavior</li> </ul> </li> </ul> </li> <li>8. inappropriate social behavior               <ul style="list-style-type: none"> <li>a. cursing, yelling</li> <li>b. banging on furniture, slamming doors, etc.</li> <li>c. causes                   <ul style="list-style-type: none"> <li>i. pain</li> <li>ii. constipation</li> <li>iii. frustration</li> <li>iv. desire for attention</li> </ul> </li> <li>d. appropriate responses to inappropriate social behavior                   <ul style="list-style-type: none"> <li>i. remain calm</li> <li>ii. speak slowly, simply, softly</li> <li>iii. try to determine cause of the</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse.</p> <p>Demonstrate appropriate responses to a resident displaying inappropriate sexual behavior as evidenced by satisfactory role-play in the skills lab and satisfactory performance in the clinical setting.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Demonstrate strategies for communicating with the cognitively impaired client as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p>	<p>behavior</p> <p>iv. report behavior to licensed nurse</p> <p>9. inappropriate sexual behavior</p> <p>a. removing clothing, inappropriate touching of self or others</p> <p>b. causes</p> <p>i. client is hot</p> <p>ii. need to toilet</p> <p>iii. attempting to remove soiled clothing</p> <p>iv. pleasant sensation</p> <p>c. appropriate responses to inappropriate sexual behavior</p> <p>i. stay calm and professional</p> <p>ii. try to find reason for behavior</p> <p>iii. direct client to private area</p> <p>iv. distract client</p> <p>v. report behavior to licensed nurse</p> <p>D. Strategies for communicating with the cognitively impaired client</p> <p>1. always introduce yourself to client</p> <p>2. be careful with touching client, as this may frighten or upset client</p> <p>3. maintain eye contact when speaking with client</p> <p>4. allow client ample time to respond</p> <p>5. speak slowly, simply, softly</p> <p>6. reduce environmental noise</p> <p>7. give directions one at a time, not a list of directions</p> <p>8. repeat directions and answers as often as needed</p> <p>9. if client does not seem to understand what you are saying, try</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate techniques for addressing the unique needs and behaviors of clients with cognitive impairment as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p>	<p>using different words</p> <ol style="list-style-type: none"> <li>10. watch for body-language clues that indicate what client needs or is trying to say</li> <li>11. always describe what you are doing</li> <li>12. break tasks into simple steps</li> <li>13. use pictures or a communication board</li> <li>14. post reminders such as calendars, signs, activity boards, pictures</li> <li>15. frequently offer praise</li> <li>16. if language is offensive, ignore it or gently try to redirect client to another activity</li> <li>17. do not talk to or about client as though he is a child</li> <li>18. use validation therapy               <ol style="list-style-type: none"> <li>a. acknowledge the client's reality</li> <li>b. do not argue with client</li> <li>c. attempt to distract client and redirect attention to another, more appropriate activity</li> </ol> </li> </ol> <p>E. Techniques to address unique needs of the cognitively impaired client</p> <ol style="list-style-type: none"> <li>1. bathing               <ol style="list-style-type: none"> <li>a. schedule bathing when client is least agitated</li> <li>b. adhere to the schedule</li> <li>c. gather all supplies before beginning procedure</li> <li>d. use sponge bath if client becomes upset with tub bath or shower</li> <li>e. have bathroom warm and well-lit</li> <li>f. make sure water is warm</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>g. provide for privacy and safety</li> <li>h. encourage independence by giving client washcloth</li> <li>i. explain everything you are doing</li> <li>j. be calm and reassuring throughout procedure</li> </ul> <p>2. grooming and dressing</p> <ul style="list-style-type: none"> <li>a. assist with grooming to maintain self-esteem and dignity</li> <li>b. use clothing that opens in the front, has elastic waistbands, Velcro instead of buttons</li> <li>c. choices may agitate client; therefore, do not give client too many choices when selecting clothes; may be best to offer only one outfit to wear</li> </ul> <p>3. toileting</p> <ul style="list-style-type: none"> <li>a. establish toileting schedule and adhere to it</li> <li>b. toilet q2h or more often if necessary</li> <li>c. toilet before meals and before bedtime</li> <li>d. place sign on bathroom door so client will recognize it</li> <li>e. keep bathroom lit</li> <li>f. assist client to clean self after toileting</li> <li>g. change client's clothing if they become soiled</li> <li>h. keep skin clean and dry</li> <li>i. document bowel movements</li> <li>j. reassure family and friends if they are upset by client's incontinence</li> <li>k. encourage fluid intake to avoid</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<p>dehydration</p> <ol style="list-style-type: none"> <li>4. eating               <ol style="list-style-type: none"> <li>a. establish a meal schedule and adhere to it</li> <li>b. encourage independence at mealtime with the use of assistive devices</li> <li>c. dining area should be well-lit, pleasant, with a minimum of background noise (turn off TV)</li> <li>d. seat client with others to promote socialization</li> <li>e. food should look pleasant and appealing</li> <li>f. food and drink should not be too hot or too cold</li> <li>g. keep table setting simple                   <ol style="list-style-type: none"> <li>i. no patterns on the tablecloth or plates</li> <li>ii. do not put unnecessary plates, glasses or silverware on the table</li> </ol> </li> <li>h. finger foods are acceptable</li> <li>i. offer plenty of fluids</li> <li>j. give simple directions</li> <li>k. use cueing to give client idea of how to feed self</li> <li>l. allow ample time for client to feed self</li> <li>m. give client smaller meals at more frequent intervals if wandering interferes with meals</li> <li>n. report to appropriate licensed nurse                   <ol style="list-style-type: none"> <li>i. choking or difficulty swallowing</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate methods to reduce the effects of cognitive impairment as evidenced by satisfactory role-play in skills lab and satisfactory performance in the clinical setting.</p>	<ul style="list-style-type: none"> <li>ii. changes in intake and/or output</li> <li>5. general health issues               <ul style="list-style-type: none"> <li>a. assist to wash hands at frequent intervals</li> <li>b. be alert to risk for falls and reduce risks for client</li> <li>c. be diligent with skin care</li> <li>d. observe for non-verbal cues regarding pain or discomfort and report to appropriate licensed nurse</li> <li>e. promote self-esteem by encouraging independence in activities where possible</li> <li>f. provide daily/weekly calendar</li> <li>g. encourage participation in activities and socialization</li> <li>h. reward behavior with smiles, hugs and praise</li> </ul> </li> <li>6. therapies used with cognitively impaired clients               <ul style="list-style-type: none"> <li>a. reality orientation                   <ul style="list-style-type: none"> <li>i. calendars</li> <li>ii. clocks</li> <li>iii. signs</li> <li>iv. lists</li> </ul> </li> <li>b. validation therapy                   <ul style="list-style-type: none"> <li>i. acknowledge client's reality</li> <li>ii. do not argue</li> <li>iii. redirect activity to more appropriate behavior</li> </ul> </li> <li>c. reminiscence therapy                   <ul style="list-style-type: none"> <li>i. reminds client of past experiences and people</li> </ul> </li> <li>d. re-motivation therapy                   <ul style="list-style-type: none"> <li>i. promote self-esteem,</li> </ul> </li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify strategies the nurse aide can use to keep a positive, empathetic attitude when caring for clients with cognitive impairment as evidenced by participation in classroom discussion.</p> <p>Define the anatomy of the endocrine system as evidenced by minimum grade of 80% on unit test.</p>	<p>socialization ii. groups to focus on specific topic</p> <p>F. Care for the caregiver</p> <ol style="list-style-type: none"> <li>1. do not take behavior personally</li> <li>2. consider what client is feeling</li> <li>3. work with client as they are today</li> <li>4. work as a team making sure everyone follows the person-centered care plan</li> <li>5. work with and support family members</li> <li>6. take care of yourself</li> </ol> <p>III. Diabetes Mellitus</p> <p>A. The endocrine system</p> <ol style="list-style-type: none"> <li>1. regulates many body functions</li> <li>2. made up of glands that secrete hormones directly into the bloodstream</li> <li>3. glands <ol style="list-style-type: none"> <li>a. pituitary gland – 7 hormones including growth-stimulating hormone</li> <li>b. thyroid –controls metabolism</li> <li>c. parathyroids – regulates body's use of calcium</li> <li>d. thymus – regulates immune system</li> <li>e. adrenals – regulate BP and fight vs. flight</li> <li>f. pancreas – produces insulin to regulate blood sugar</li> <li>g. ovaries – female sex hormones</li> <li>h. testes – male sex hormones</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the endocrine system as evidenced by accurately participating in classroom discussion.</p> <p>Discuss common disorders of the endocrine system, including their signs and symptoms, as evidenced by participating in classroom discussion.</p> <p>Describe the difference between Type 1 and Type 2 diabetes mellitus as evidenced by satisfactory participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>4. age-related changes in the endocrine system               <ol style="list-style-type: none"> <li>a. levels of hormones decrease                   <ol style="list-style-type: none"> <li>i. menopause in women</li> </ol> </li> <li>b. levels of insulin decrease</li> <li>c. body handles stress less efficiently</li> </ol> </li> <li>5. common disorders of the endocrine system               <ol style="list-style-type: none"> <li>a. diabetes mellitus</li> <li>b. hypothyroidism</li> </ol> </li> </ol> <p>B. Diabetes mellitus (DM)</p> <ol style="list-style-type: none"> <li>1. insulin               <ol style="list-style-type: none"> <li>a. the key that opens the door to allow glucose to enter the cell</li> <li>b. cells use glucose for energy/food</li> <li>c. without glucose, cells will die</li> <li>d. without insulin, glucose stays in the blood and cannot get into the cells</li> </ol> </li> <li>2. type 1 – insulin dependent diabetes mellitus (IDDM)               <ol style="list-style-type: none"> <li>a. pancreas produces little or no insulin</li> <li>b. must have outside source of insulin (injection)</li> </ol> </li> <li>3. type 2 – non-insulin dependent diabetes mellitus (NIDDM)               <ol style="list-style-type: none"> <li>a. pancreas produces insulin but the body has become resistant to its own insulin</li> <li>b. may take oral hypoglycemic tablet</li> <li>c. may be treated with diet and exercise</li> <li>d. may require injection of insulin</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify signs and symptoms of diabetes mellitus as evidenced by participating in classroom discussion.</p> <p>Discuss hypoglycemia, including the signs and symptoms and the care of the client experiencing hypoglycemia as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss hyperglycemia, including the signs and symptoms and the care of the client experiencing hyperglycemia as evidenced by satisfactory participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>4. signs and symptoms of DM               <ol style="list-style-type: none"> <li>a. increased thirst</li> <li>b. increased urination</li> <li>c. increased hunger</li> <li>d. fatigue</li> <li>e. elevated blood sugar</li> <li>f. blurred vision</li> <li>g. slow-healing cuts or sores</li> <li>h. numbness/tingling in hands/feet</li> <li>i. increased number of infections</li> </ol> </li> <li>5. complications of DM               <ol style="list-style-type: none"> <li>a. hypoglycemia                   <ol style="list-style-type: none"> <li>i. signs                       <ol style="list-style-type: none"> <li>a) change in level of consciousness</li> <li>b) skin cool and clammy</li> <li>c) complaint of headache</li> <li>d) shaky</li> <li>e) nauseated</li> </ol> </li> <li>ii. causes                       <ol style="list-style-type: none"> <li>a) skipped a meal</li> <li>b) too much exercise</li> <li>c) received too much insulin</li> </ol> </li> <li>iii. notify licensed nurse immediately</li> <li>iv. if conscious, give orange juice or peanut butter crackers or follow facility policy</li> </ol> </li> <li>b. hyperglycemia                   <ol style="list-style-type: none"> <li>i. signs                       <ol style="list-style-type: none"> <li>a) skin warm and flushed</li> <li>b) breath has fruity smell</li> <li>c) blood sugar is elevated</li> </ol> </li> <li>ii. causes                       <ol style="list-style-type: none"> <li>a) over-eating</li> <li>b) not enough exercise</li> <li>c) did not receive enough</li> </ol> </li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe long-term complications of diabetes mellitus as evidenced by participating in classroom discussion.</p> <p>Discuss guidelines for the nurse aide caring for the client with diabetes mellitus as evidenced by satisfactory role-play in class and satisfactory performance in the clinical setting.</p>	<p>insulin</p> <p>iii. notify licensed nurse immediately</p> <p>c. damage to blood vessels</p> <p>i. damage to blood vessels in the retina leads to blindness</p> <p>ii. damage to blood vessels in the kidneys leads to kidney failure and dialysis</p> <p>iii. damage to blood vessels in the feet and legs leads to amputation</p> <p>d. damage to nerves</p> <p>i. numbness and tingling in hands and feet</p> <p>ii. loss of sensation in fingers and toes</p> <p>6. guidelines for the care of the client with DM</p> <p>a. maintain meal schedule</p> <p>b. encourage client to follow diet and not eat concentrated sweets</p> <p>c. monitor blood sugar per facility policy</p> <p>d. inspect client's feet and toes every day for blisters, reddened areas</p> <p>e. client should always wear well-fitting shoes when ambulating</p> <p>f. if client has loss of sensation in hands, assist with activities such as eating, writing or holding objects</p> <p>g. if client has loss of sensation in feet, assist with ambulation</p> <p>h. never cut client's toenails; only a podiatrist can do this</p>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Identify signs and symptoms of hypothyroidism as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>i. always dry between client's toes after washing feet</li> <li>7. what to report to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a. a missed meal</li> <li>b. complaints of increased thirst</li> <li>c. complaints of increased urination, particularly at night</li> <li>d. complaints of blurred vision</li> <li>e. change in level of consciousness</li> <li>f. skin that is cool and clammy</li> <li>g. skin that is warm and flushed</li> <li>h. observing client eating concentrated sweets between meals</li> <li>i. cuts, bruises, sores that do not seem to be healing</li> <li>j. blisters, sores, redness, cracks on/between toes or on feet</li> <li>k. increased incidence of infections</li> </ul> </li> <li>C. Hypothyroidism               <ul style="list-style-type: none"> <li>1. description                   <ul style="list-style-type: none"> <li>a. lack of thyroid hormone</li> <li>b. causes body metabolism to slow down</li> </ul> </li> <li>2. signs and symptoms                   <ul style="list-style-type: none"> <li>a. fatigue</li> <li>b. weakness</li> <li>c. weight gain</li> <li>d. constipation</li> <li>e. intolerant of the cold</li> <li>f. dry skin</li> <li>g. hair thins and/or begins to fall out</li> <li>h. brittle hair and fingernails</li> <li>i. pulse slows</li> <li>j. blood pressure decreases</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss guidelines for the nurse aide caring for the client with hypothyroidism as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Identify signs and symptoms of hyperthyroidism as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>k. temperature is lower</li> <li>l. goiter (enlarged thyroid)</li> <li>m. voice becomes hoarse</li> <li>n. depression</li> </ul> <p>3. guidelines for care of the client with hypothyroidism</p> <ul style="list-style-type: none"> <li>a. offer sweater, blanket to keep client comfortable when complains of being cold</li> <li>b. set room thermostat a little higher to provide warmth</li> <li>c. be extra careful when grooming hair and nails</li> <li>d. provide frequent rest periods, as necessary, during ADLs</li> <li>e. encourage fluid intake</li> </ul> <p>4. report the following to the appropriate licensed nurse</p> <ul style="list-style-type: none"> <li>a. unusual complaints of coldness</li> <li>b. unusual complaints of fatigue</li> <li>c. hair that breaks or appears to be falling out</li> <li>d. complaints of constipation</li> <li>e. changes in voice</li> <li>f. neck becoming larger</li> <li>g. decrease in vital signs from baseline</li> <li>h. increase in weight</li> </ul> <p>D. Hyperthyroidism</p> <ul style="list-style-type: none"> <li>1. thyroid gland produces too much thyroid hormone</li> <li>2. body processes speed up</li> <li>3. body metabolism increases</li> <li>4. signs and symptoms               <ul style="list-style-type: none"> <li>a. nervousness</li> <li>b. restlessness</li> <li>c. fatigue</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>d. bulging or protruding eyes</li> <li>e. tremors of the hands</li> <li>f. intolerance to heat</li> <li>g. excessive perspiration</li> <li>h. rapid pulse</li> <li>i. high BP</li> <li>j. increased appetite with weight loss</li> <li>k. enlarged neck (goiter)</li> </ul> <p>5. guidelines for care of the client with hyperthyroidism</p> <ul style="list-style-type: none"> <li>a. assist to dress in cooler clothing</li> <li>b. lower thermostat in room</li> <li>c. assist at mealtime if appropriate</li> </ul> <p>6. what to report to appropriate licensed nurse</p> <ul style="list-style-type: none"> <li>a. unusual complaints of being warm/hot</li> <li>b. nervousness</li> <li>c. unusual tremors of hands</li> <li>d. eyes that appear to be bulging</li> <li>e. excessive perspiration</li> <li>f. increase in vital signs</li> <li>g. weight loss</li> <li>h. change in appetite</li> <li>i. change in size of neck</li> </ul>			

## UNIT XI – BASIC RESTORATIVE SERVICES

(18VAC90-26-40.A.6.a, b, c, d, e, f)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Discuss the role of the nurse aide in rehabilitation and restorative care.
2. Describe ways to teach, with supervision, a client to participate in self-care.
3. Demonstrate the use of assistive devices when transferring client from bed to chair or bed to stretcher.
4. Discuss the assistive devices the client may use when ambulating.
5. Identify assistive devices the client may have to help with eating.
6. Identify assistive devices the client may have to help with dressing.
7. Demonstrate passive range of motion for the knee and ankle.
8. Demonstrate passive range of motion for the shoulder.
9. Discuss observations the nurse aide should report to the licensed nurse when performing passive range of motion exercises.
10. Identify positioning devices the nurse aide may use when turning and positioning a client.
11. Demonstrate positioning a client on his side in bed.
12. Demonstrate positioning a client in the chair.
13. Describe caring for and using prosthetic devices.
14. Describe caring for and using orthotic devices.
15. Demonstrate how to put elastic stockings on the client.
16. Describe the role of the nurse aide in bladder training.
17. Describe the role of the nurse aide in bowel training.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"><li>I. Definitions<ul style="list-style-type: none"><li>A. Disability<ul style="list-style-type: none"><li>1. impaired function<ul style="list-style-type: none"><li>a. physical</li><li>b. emotional</li><li>c. both at the same time</li></ul></li><li>2. may be permanent or temporary</li><li>3. goal of care<ul style="list-style-type: none"><li>a. assist client to learn to manage disability</li><li>b. gain as much independence as</li></ul></li></ul></li></ul></li></ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the purpose of rehabilitation as evidenced by participation in classroom discussion.</p> <p>Identify members of the rehabilitation team as evidenced by participating in classroom discussion.</p>	<p>possible</p> <p>B. Rehabilitation</p> <ol style="list-style-type: none"> <li>1. occurs after accident, illness or injury</li> <li>2. assist client with disability to achieve highest possible level of functioning               <ol style="list-style-type: none"> <li>a. physical</li> <li>b. emotional</li> <li>c. economic</li> </ol> </li> <li>3. holistic care               <ol style="list-style-type: none"> <li>a. treating the entire person</li> <li>b. physical and psychological</li> </ol> </li> </ol> <p>C. Members of the rehabilitation team</p> <ol style="list-style-type: none"> <li>1. physiatrist – physician specializing in rehabilitation</li> <li>2. other physicians</li> <li>3. therapists               <ol style="list-style-type: none"> <li>a. speech therapy</li> <li>b. physical therapy</li> <li>c. occupational therapy</li> </ol> </li> <li>4. social workers</li> <li>5. discharge planners</li> <li>6. nurses</li> <li>7. nurse aides</li> <li>8. client</li> <li>9. client’s family</li> </ol> <p>D. Goals of rehabilitation team</p> <ol style="list-style-type: none"> <li>1. assist client to maintain and/or regain ability to perform ADLs</li> <li>2. promote client independence</li> <li>3. assist client adaptation to disability</li> <li>4. prevent complications of disability</li> </ol> <p>E. Restorative care</p> <ol style="list-style-type: none"> <li>1. actions of health care workers</li> <li>2. goals               <ol style="list-style-type: none"> <li>a. assist client to maintain health,</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe restorative care as evidenced by participation in classroom discussion.</p> <p>Discuss the role of the nurse aide in rehabilitation and restorative care as evidenced by participating in classroom discussion.</p> <p>Describe ways to teach, with supervision, a client to participate in self-care as evidenced by satisfactory participation in role-play in classroom and skills lab.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>strength, function</li> <li>b. increase independence</li> </ul> </li> <li>3. includes               <ul style="list-style-type: none"> <li>a. treatment</li> <li>b. education</li> <li>c. prevention of complications</li> </ul> </li> </ul> <p>II. Guidelines of Rehabilitation and Restorative Care</p> <p>A. Understand diagnosis and disability</p> <ul style="list-style-type: none"> <li>1. be aware of client's limitations</li> <li>2. know client's abilities and strengths</li> <li>3. follow person-centered care plan</li> </ul> <p>B. Display patience with client and significant others</p> <ul style="list-style-type: none"> <li>1. small improvements may be significant</li> <li>2. respond appropriately and offer praise</li> </ul> <p>C. Display positive attitude</p> <ul style="list-style-type: none"> <li>1. staff sets the tone for the day</li> <li>2. show support, encouragement, and patience</li> </ul> <p>D. Listen to client's thoughts and feelings - emotional needs are important</p> <p>E. Provide for client privacy</p> <ul style="list-style-type: none"> <li>1. avoids distractions</li> <li>2. allows client to practice new skills without an audience</li> <li>3. Promote client independence within the client's level of functioning - accomplishing a task by himself improves client self-esteem</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>F. Promote personal choice - supports self-esteem</li> <li>G. Encourage physical activity               <ul style="list-style-type: none"> <li>1. helps prevent complications of disability</li> <li>2. encourages social interaction</li> </ul> </li> <li>H. Be aware client may have setbacks</li> <li>I. Report the following to appropriate licensed nurse               <ul style="list-style-type: none"> <li>1. lack of motivation</li> <li>2. signs of withdrawal or depression</li> <li>3. change in ability, both increased or decreased</li> <li>4. change in client strength, both increased and decreased</li> <li>5. change in ability to perform range of motion</li> <li>6. changes in pain level, or signs that client is in pain</li> </ul> </li> </ul> <p>III. Methods to Teach Client to Participate in Self-Care Program</p> <ul style="list-style-type: none"> <li>A. Nurse aide project positive attitude               <ul style="list-style-type: none"> <li>1. be enthusiastic</li> <li>2. nurse aide's attitude will encourage client</li> </ul> </li> <li>B. Establish reasonable goals with client's participation               <ul style="list-style-type: none"> <li>1. what does client want to achieve?</li> <li>2. how will client work toward goal?</li> <li>3. how will client know when goal has been achieved?</li> <li>4. begin at client's current level of function</li> <li>5. use cueing, mirroring, behavior reinforcement</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe reasons why client may not want to participate in self-care as evidenced by satisfactory participation in classroom discussion.</p> <p>Identify assistive devices the nurse aide may use for transferring clients, including bed to chair and bed to stretcher, as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p>	<p>C. Reasons client may refuse</p> <ol style="list-style-type: none"> <li>1. fear of hurting themselves</li> <li>2. fear of failure</li> <li>3. feeling of hopelessness</li> <li>4. not understanding why self-care is helpful</li> <li>5. not understanding why self-care is necessary</li> </ol> <p>IV. Assistive Devices</p> <p>A. Definition</p> <ol style="list-style-type: none"> <li>1. devices to make specific tasks easier</li> <li>2. promote independence</li> </ol> <p>B. Transferring client</p> <ol style="list-style-type: none"> <li>1. transfer belt (gait belt) for ambulation and transfer bed to wheelchair</li> <li>2. slide board to transfer client from bed to stretcher</li> <li>3. mechanical lift (manual or electronic) to transfer client from bed to chair</li> <li>4. U.S. Department of Labor Fair Labor Standards Act (FLSA) Hazardous Occupation Order No. 7 <ol style="list-style-type: none"> <li>a. prohibits minors under 18 from operating or assisting in the operation of most power-driven hoists, including those designed to lift and move clients</li> <li>b. US Department of Labor Wage and Hour division website, pages 3, 4</li> </ol> </li> </ol>	<p><a href="http://www.dol.gov/whd/regs/compliance/whdfs52.pdf">www.dol.gov/whd/regs/compliance/whdfs52.pdf</a></p>		

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify assistive devices the nurse aide may use to assist the client to ambulate as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p> <p>Demonstrate how to assist the client to ambulate with assistive devices as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p>	<p>C. Ambulating client – ambulatory assistive devices</p> <ol style="list-style-type: none"> <li>1. transfer belt (gait belt)</li> <li>2. cane               <ol style="list-style-type: none"> <li>a. C-cane: handle in shape of a “C”</li> <li>b. quad cane: has 4 rubber-tipped feet</li> </ol> </li> <li>3. walker- provides more support than cane</li> <li>4. crutches - used when client has limited weight bearing on one leg</li> </ol> <p>D. Guidelines for ambulatory assistive devices</p> <ol style="list-style-type: none"> <li>1. check assistive device for any defect or damage prior to use</li> <li>2. client should always wear non-skid shoes that fit correctly when ambulating</li> <li>3. clothing should fit properly, not be too long or too loose-fitting</li> <li>4. promptly clean spills and clutter from floors where client will be walking</li> <li>5. encourage client to stand as straight as possible when walking</li> <li>6. do not rush client</li> <li>7. do not use walker to hang items</li> <li>8. client should use cane in strong hand</li> <li>9. when assisting client to walk, stay near client on the weak side</li> <li>10. have chair available for client to use if he experiences pain or discomfort while ambulating</li> <li>11. after walking, return client to chair or bed, in the low position, with</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify assistive devices the nurse aide may use to assist the client to eat as evidenced by Satisfactory role-play in skills lab.</p> <p>Identify assistive devices the nurse aide may use to assist the client to dress as evidenced by Satisfactory role-play in skills lab.</p> <p>Define terms associated with range of motion as evidenced by participating in classroom discussion.</p>	<p>call bell within reach</p> <p>E. Assistive devices for eating</p> <ol style="list-style-type: none"> <li>1. plate guard</li> <li>2. utensils with built-up handles</li> <li>3. utensils with curved handles</li> <li>4. utensils that have a Velcro strap to hold utensil in client's hand</li> <li>5. sippy cup</li> <li>6. cup holders</li> </ol> <p>F. Assistive devices for dressing/grooming</p> <ol style="list-style-type: none"> <li>1. zipper pulls</li> <li>2. Velcro fasteners instead of buttons</li> <li>3. long handled shoe horn</li> <li>4. long-handled graspers</li> <li>5. button hole hooks</li> <li>6. elastic shoelaces</li> <li>7. denture brush</li> <li>8. long handled bathing sponge</li> </ol> <p>V. Range of Motion Exercises</p> <p>A. Definitions</p> <ol style="list-style-type: none"> <li>1. abduction - move away from the body's midline</li> <li>2. adduction - move toward the body's midline</li> <li>3. extension - straighten the body part</li> <li>4. flexion - bend the body part</li> <li>5. dorsiflexion - bend body part backward</li> <li>6. pronation - turn body part downward</li> <li>7. rotation - turn the joint</li> <li>8. supination - turn body part upward</li> <li>9. contraction <ol style="list-style-type: none"> <li>a. joint remains in permanently</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate passive range of motion (PROM) to upper extremity as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p> <p>Discuss the guidelines for range of motion exercises as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>E. Perform passive range of motion (PROM) for upper extremity - follow the procedure for “Performs Modified Passive Range of Motion (PROM) for One Shoulder” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>F. Signs to stop or withhold range of motion exercises               <ul style="list-style-type: none"> <li>1. pain in the joint</li> <li>2. red, swollen joint</li> </ul> </li> <li>G. Ways to maintain range of motion               <ul style="list-style-type: none"> <li>1. therapeutic positioning to maintain good body alignment</li> <li>2. use of positioning devices</li> <li>3. range of motion exercises on a</li> <li>4. regular schedule</li> </ul> </li> <li>H. Guidelines for range of motion exercises               <ul style="list-style-type: none"> <li>1. follow person-centered care plan</li> <li>2. use proper body mechanics when performing range of motion exercises to protect your body</li> <li>3. provide range of motion exercises to both sides of client’s body beginning at the head and working down the body (head and neck are usually not exercised unless specifically ordered)</li> <li>4. support the extremity above and below the joint during range of motion</li> <li>5. do not exercise joint that is bandaged or has dressing, cast, IV tubing</li> <li>6. never exercise a joint that is red, bruised, has open sore, draining</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Identify positioning devices the nurse aide may use when turning and position clients in bed and in the chair as evidenced by Satisfactory rating on Skills Record in skills lab and in clinical.</p>	<p>fluid</p> <ol style="list-style-type: none"> <li>7. provide for privacy when doing range of motion exercises</li> <li>8. do not exercise joint to point of discomfort -hyperextension can cause damage to joint</li> <li>9. maintain client in good body alignment</li> <li>10. talk with client while performing range of motion</li> </ol> <p>I. Report the following to the appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. joint that is red, swollen, painful, draining</li> <li>2. complaints of pain during range of motion exercise</li> <li>3. lack of motivation</li> <li>4. signs of withdrawal or depression</li> <li>5. change in ability, both increased or decreased</li> <li>6. change in client strength, both increased and decreased</li> <li>7. change in ability to perform range of motion</li> </ol> <p>VI. Turning and Positioning in Bed and Chair</p> <p>A. Positioning devices</p> <ol style="list-style-type: none"> <li>1. backrests <ol style="list-style-type: none"> <li>a. pillow</li> <li>b. special wedge-shaped foam pillows</li> <li>c. provide support, comfort</li> <li>d. maintain proper body alignment</li> </ol> </li> <li>2. bed cradles/foot cradles <ol style="list-style-type: none"> <li>a. keep sheets/blankets from pushing down on the client's toes and feet</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>3. footboards               <ul style="list-style-type: none"> <li>a. padded boards or device placed against client's feet to keep ankles and foot in proper alignment</li> <li>b. prevent foot drop</li> </ul> </li> <li>4. heel/elbow protectors               <ul style="list-style-type: none"> <li>a. padded protectors wrapped around foot and ankle (heel) or elbow and arm (elbow)</li> <li>b. prevents rubbing, irritation and pressure on the heel or elbow</li> <li>c. heel protector maintains proper body alignment for ankle</li> <li>d. heel protector prevents foot drop</li> </ul> </li> <li>5. abduction wedges - keep hips in proper position after hip surgery</li> <li>6. trochanter roll               <ul style="list-style-type: none"> <li>a. rolled blanket or towel placed on outside of leg</li> <li>b. prevent hip and leg from turning outward</li> </ul> </li> <li>7. handroll               <ul style="list-style-type: none"> <li>a. rolled washcloths placed in palm of hand</li> <li>b. keep hand and/or fingers in proper alignment</li> <li>c. prevents contractures of finger, hand or wrist</li> </ul> </li> <li>B. Turning client in bed               <ul style="list-style-type: none"> <li>1. protects against problems of immobility                   <ul style="list-style-type: none"> <li>a. blood clots in the legs</li> <li>b. pneumonia</li> <li>c. contractures</li> <li>d. depression</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate positioning client on his side as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p> <p>Demonstrate positioning client in a chair as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p> <p>Describe caring for and using prosthetic devices as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>e. urinary tract infection</li> <li>2. prevents pressure sores - turn and reposition q2h around the clock</li> <li>3. comfort</li> <li>4. position client on side - follow the procedure for "Positions on Side" in the most current edition of Virginia Nurse Aide Candidate Handbook</li> <li>5. use positioning devices for proper body alignment and comfort</li> </ul> <p>C. Position client in chair</p> <ul style="list-style-type: none"> <li>1. feet on floor</li> <li>2. hips touching back of chair</li> <li>3. use positioning devices to maintain body alignment and comfort</li> <li>4. place call bell within client's reach</li> </ul> <p>VII. Prosthetic and Orthotic Devices</p> <p>A. Prosthetic devices</p> <ul style="list-style-type: none"> <li>1. definition - artificial replacement for legs, feet, arms or other body parts</li> <li>2. examples <ul style="list-style-type: none"> <li>a. artificial arm or leg</li> <li>b. artificial eye</li> </ul> </li> <li>3. caring for and using prosthetic devices <ul style="list-style-type: none"> <li>a. handle with extreme care – they are very expensive</li> <li>b. follow instructions when applying and removing prosthesis</li> <li>c. assist client as needed to apply or remove prosthesis</li> <li>d. follow person-centered care plan and manufacturer's</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>instructions</li> <li>e. make sure skin is always clean and dry under prosthesis</li> <li>f. use special stockings under an artificial leg or arm</li> <li>g. if client experiences phantom pain, be supportive</li> <li>h. do not react negatively to sight of anatomical stump or prosthesis</li> <li>4. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a. redness, swelling of stump or extremity</li> <li>b. drainage, bleeding or sores of any kind on the stump or extremity</li> <li>c. phantom pain, phantom sensation, stump pain</li> <li>d. decreased ability to move extremity</li> <li>e. cyanosis of any part of the extremity</li> <li>f. any difficulty applying or using prosthesis</li> <li>g. need repair or need to be changed</li> </ul> </li> <li>B. Orthotic devices               <ul style="list-style-type: none"> <li>1. definition                   <ul style="list-style-type: none"> <li>a. device applied over a body part for support and protection</li> <li>b. keep joint in correct alignment</li> <li>c. improve function of body part</li> <li>d. prevent contractures of body part</li> <li>e. splints and braces</li> </ul> </li> <li>2. examples</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe caring for and using orthotic devices as evidenced by participating in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>a. splints</li> <li>b. shoe inserts</li> <li>c. knee/leg braces</li> <li>d. surgical shoes</li> <li>e. elastic stockings</li> </ul> <p>3. caring for and using orthotic devices</p> <ul style="list-style-type: none"> <li>a. do not immerse in water</li> <li>b. do not use hot water to clean</li> <li>c. clean with warm, damp cloth</li> <li>d. check braces and splints for wear and tear</li> <li>e. after removal wash elastic stocking in warm, soapy water every day</li> <li>f. gradually increase wearing time of device</li> <li>g. if device causes pain remove and notify licensed nurse</li> <li>h. observe area around, under device</li> </ul> <p>4. report the following to the appropriate licensed nurse</p> <ul style="list-style-type: none"> <li>a. redness, swelling of body part, or foul odor</li> <li>b. drainage, bleeding or sores of any kind on the body part</li> <li>c. complaints of pain</li> <li>d. decreased ability to move body part</li> <li>e. cyanosis of the body part</li> <li>f. any difficulty applying or using orthotic device</li> <li>g. orthotic device that needs repair or need to be changed</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe the purpose of elastic stockings as evidenced by participating in classroom discussion.</p> <p>Demonstrate correct application of elastic stockings as evidenced by Satisfactory rating on Skills Record in skills lab and in the clinical setting.</p>	<p>C. Anti-embolic (elastic) stockings – requires a prescriber’s order</p> <ol style="list-style-type: none"> <li>1. purpose               <ol style="list-style-type: none"> <li>a. cause smooth, even compression of the leg</li> <li>b. allows blood to move through the arteries and veins</li> <li>c. improves blood circulation in lower extremities</li> <li>d. prevent swelling of legs and feet</li> <li>e. reduce fluid retention</li> <li>f. reduce blood clots in legs</li> </ol> </li> <li>2. sized to fit client               <ol style="list-style-type: none"> <li>a. measure length of leg</li> <li>b. measure girth of leg</li> </ol> </li> <li>3. apply elastic stocking               <ol style="list-style-type: none"> <li>a. follow the procedure for “Applies One Knee-High Elastic Stocking” in the most current edition of Virginia Nurse Aide Candidate Handbook</li> </ol> </li> <li>4. daily observations               <ol style="list-style-type: none"> <li>a. use open area at toes to observe client’s toes</li> <li>b. look for cyanosis, bluing of toes/nailbeds</li> <li>c. document application of stocking and observations per facility policy</li> </ol> </li> <li>5. risks of elastic stocking               <ol style="list-style-type: none"> <li>a. turning down the top of the stocking may impede circulation</li> <li>b. stockings should be applied first thing in the morning when legs are smallest</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Describe the process for bladder training as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>c. apply stockings while legs are elevated, before client gets out of bed</li> <li>d. make sure there are no wrinkles or twists in stocking after it is applied</li> <li>6. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>a. toes or feet that are bluish and/or cool to touch</li> <li>b. complaints of pain or discomfort in the feet or legs</li> <li>c. red areas on heels, toes, calf of the leg</li> </ul> </li> </ul> <p>VIII. Bladder and Bowel Training</p> <p>A. Goal</p> <ul style="list-style-type: none"> <li>1. relearn control of urinary elimination pattern</li> <li>2. control involuntary urination (incontinence)</li> </ul> <p>B. Guidelines for bladder training</p> <ul style="list-style-type: none"> <li>1. identify pattern of elimination</li> <li>2. establish schedule for use of bathroom, at least q2h</li> <li>3. explain training schedule to client</li> <li>4. follow schedule consistently</li> <li>5. keep accurate record of elimination to help establish a routine</li> <li>6. toilet client before beginning long procedures and after procedures are complete</li> <li>7. toilet client before meals and before bedtime</li> <li>8. answer call bell promptly</li> <li>9. provide privacy when client emptying bladder</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe the process for bowel training as evidenced by satisfactory participation in classroom discussion.	<ol style="list-style-type: none"> <li>10. do not rush client</li> <li>11. assist client to maintain good perineal hygiene</li> <li>12. encourage or increase fluid intake, if permitted</li> <li>13. toilet about 30 minutes after fluid intake</li> <li>14. if client has difficulty urinating try running water in the sink, leaning client forward slightly to place additional pressure on the bladder</li> <li>15. assist with change of clothing if accident occurs</li> <li>16. be positive with success and understanding of accidents</li> </ol> <p>C. Guidelines for bowel training</p> <ol style="list-style-type: none"> <li>1. identify pattern of elimination</li> <li>2. establish schedule for use of bathroom</li> <li>3. explain training schedule to client</li> <li>4. follow schedule consistently</li> <li>5. provide diet that stimulates the bowels               <ol style="list-style-type: none"> <li>a. high in fiber</li> <li>b. fresh fruits and vegetables</li> <li>c. adequate hydration</li> </ol> </li> <li>6. provide exercise as tolerated</li> <li>7. provide privacy when in the bathroom</li> <li>8. provide encouragement</li> <li>9. answer call bell promptly</li> <li>10. do not rush client</li> <li>11. assist with change of clothing if accident occurs</li> <li>12. be positive with success and understanding of accidents</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.	D. Report anything that interferes with bladder and/or bowel training and any unusual occurrences to the appropriate licensed nurse			

**UNIT XII – RESPIRATORY SYSTEM, CARDIOVASCULAR SYSTEM, HIV/AIDS, CANCER, AND  
CARE OF THE CLIENT WHEN DEATH IS IMMINENT**  
(18VAC90-26-40.A.2.g)

**Unit Objectives:**

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Discuss care of client with a common respiratory disorder, including what the nurse aide would report to the appropriate licensed nurse.
2. Describe care of the client receiving oxygen therapy.
3. Discuss care of client with a common circulatory disorder, including what the nurse aide would report to the appropriate licensed nurse.
4. Discuss HIV/AIDS, including signs and symptoms and nursing care.
5. Identify the American Cancer Society signs of cancer.
6. Discuss cancer, including nursing care for the client with a diagnosis of cancer.
7. Discuss how attitudes about death may affect the nurse aide providing care to the dying client.
8. Identify the stages of grief.
9. List the physical changes that occur when death is imminent.
10. Discuss care measures, including physical and psychosocial measures, for the client when death is imminent.
11. Discuss care measures for the family when death is imminent.
12. Demonstrate postmortem care.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Explain the anatomy and physiology of the respiratory system as evidenced by being able to correctly identify each component part and its function.	I. Respiratory System A. Anatomy 1. airway a. mouth b. nasal cavities c. throat – pharynx d. voice box – larynx e. epiglottis – flap that closes off opening to trachea when client swallows f. trachea – windpipe g. bronchi – 2 branches of the trachea i. one to right lung, one to left lung			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>h. lungs               <ul style="list-style-type: none"> <li>i. where respiration occurs</li> <li>ii. exchanges carbon dioxide from the body for oxygen from the environment</li> </ul> </li> <li>i. bronchioles</li> <li>j. alveoli – where gas exchange actually occurs</li> <li>k. inhalation – breathe air and oxygen into the lungs</li> <li>l. exhale – breathe out carbon dioxide</li> <li>B. Ventilation               <ul style="list-style-type: none"> <li>1. diaphragm                   <ul style="list-style-type: none"> <li>a. muscle separating chest from abdomen</li> <li>b. during inhalation diaphragm contracts making room for lungs to expand and negative pressure to pull air from environment into the lungs</li> <li>c. during exhalation diaphragm relaxes and causes positive pressure in the lungs to push the air out of the lungs</li> </ul> </li> <li>2. respiratory rate                   <ul style="list-style-type: none"> <li>a. controlled by central nervous system</li> <li>b. medulla oblongata of the brain has control</li> </ul> </li> </ul> </li> <li>C. Function of respiratory system               <ul style="list-style-type: none"> <li>1. cleanse inhaled air</li> <li>2. supply oxygen to body cells</li> <li>3. remove carbon dioxide from cells</li> <li>4. produce sound associated with speech</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the respiratory system as evidenced by accurately participating in classroom discussion.</p> <p>Discuss common disorders of the respiratory system, including their signs and symptoms, as evidenced by participating in classroom discussion.</p>	<p>D. Effects of aging on the respiratory system</p> <ol style="list-style-type: none"> <li>1. less efficient ventilation               <ol style="list-style-type: none"> <li>a. lung strength decreases (do not expand and contract as easily)</li> <li>b. alveoli become less elastic (do not empty on exhalation)</li> <li>c. alveoli decrease in number</li> <li>d. diaphragm becomes weaker</li> <li>e. airways become less elastic</li> </ol> </li> <li>2. lung capacity decreases</li> <li>3. muscles of the rib cage become weaker making it harder to expand the chest during inhalation</li> <li>4. cough reflex becomes less effective making the cough weaker</li> <li>5. decrease in effectiveness of ventilation causes less oxygen in the blood</li> <li>6. decreased lung capacity may cause voice to weaken</li> </ol> <p>E. Common disorders of the respiratory system</p> <ol style="list-style-type: none"> <li>1. chronic obstructed pulmonary disease (COPD)               <ol style="list-style-type: none"> <li>a. client becomes progressively worse with time</li> <li>b. no cure</li> </ol> </li> <li>c. acute bronchitis – inflammation of lining of bronchi               <ol style="list-style-type: none"> <li>i. cause – infection</li> <li>ii. symptoms                   <ol style="list-style-type: none"> <li>a) production of yellow or green sputum and mucus</li> <li>b) difficulty breathing and wheezing may occur</li> <li>c) lasts a short time</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>d. chronic bronchitis               <ul style="list-style-type: none"> <li>i. cause – inflammation of bronchial lining</li> <li>ii. cigarette smoking</li> <li>iii. environmental air pollution</li> <li>iv. symptoms                   <ul style="list-style-type: none"> <li>a) chronic cough producing thick, whitish sputum</li> <li>b) restricts air flow</li> <li>c) scars lungs</li> </ul> </li> </ul> </li> <li>e. emphysema               <ul style="list-style-type: none"> <li>i. alveoli become over-stretched</li> <li>ii. carbon dioxide remains trapped in the alveoli</li> <li>iii. causes                   <ul style="list-style-type: none"> <li>a) cigarette smoking</li> <li>b) chronic bronchitis</li> </ul> </li> <li>iv. symptoms                   <ul style="list-style-type: none"> <li>a) short of breath</li> <li>b) coughing</li> <li>c) difficulty breathing</li> </ul> </li> </ul> </li> <li>f. signs and symptoms of COPD               <ul style="list-style-type: none"> <li>i. coughing/wheezing</li> <li>ii. difficulty breathing (dyspnea)</li> <li>iii. short of breath especially during exercise</li> <li>iv. cyanosis</li> <li>v. complaints of chest tightness or pain</li> <li>vi. confusion</li> <li>vii. weakness</li> <li>viii. loss of appetite and weight</li> <li>ix. fear and anxiety</li> </ul> </li> <li>g. guidelines for COPD               <ul style="list-style-type: none"> <li>i. use pillows to assist client to sit up and lean slightly</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>forward to facilitate breathing</li> <li>ii. plan periods of rest during ADLs to prevent client from getting overly tired</li> <li>iii. practice good hand washing to protect client from infections</li> <li>iv. encourage a healthy diet</li> <li>v. provide plenty of fluids to help keep client well-hydrated</li> <li>vi. be supportive and calm if client is anxious and fearful</li> <li>vii. provide trash can close to client to help with appropriate disposal of used tissues</li> <li>viii. if client is receiving oxygen, follow instructions on use of oxygen</li> <li>h. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>i. signs and symptoms of colds or the flu                   <ul style="list-style-type: none"> <li>a) fever</li> <li>b) chills</li> <li>c) complaints of feeling achy</li> </ul> </li> <li>ii. confusion</li> <li>iii. change in breathing patterns</li> <li>iv. shortness of breath on exertion</li> <li>v. change in color or consistency of sputum</li> <li>vi. complaints of chest pain or tightness</li> <li>vii. insomnia due to anxiety or fear</li> </ul> </li> <li>2. asthma</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>a. chronic</li> <li>b. causes               <ul style="list-style-type: none"> <li>i. allergens</li> <li>ii. infection</li> <li>iii. cold air</li> <li>iv. environmental irritants or pollution</li> <li>v. obesity</li> </ul> </li> <li>c. signs and symptoms               <ul style="list-style-type: none"> <li>i. wheezing</li> <li>ii. coughing</li> <li>iii. complaints of tightness in the chest</li> <li>iv. difficulty breathing</li> </ul> </li> <li>d. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>i. changes in respirations and/or pulse</li> <li>ii. wheezing</li> <li>iii. shortness of breath</li> <li>iv. cyanosis</li> <li>v. complaints of chest pain or chest tightness</li> </ul> </li> <li>3. pneumonia               <ul style="list-style-type: none"> <li>a. acute inflammation of lungs</li> <li>b. cause                   <ul style="list-style-type: none"> <li>i. infection – viral, bacterial or fungal</li> <li>ii. chemical irritant</li> </ul> </li> <li>c. signs and symptoms                   <ul style="list-style-type: none"> <li>i. high fever</li> <li>ii. chest pain during inhalation</li> <li>iii. coughing</li> <li>iv. difficulty breathing</li> <li>v. shortness of breath</li> <li>vi. chills</li> <li>vii. increased pulse</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Describe the use of various types of oxygen therapy equipment as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>viii. thick, colored sputum</li> <li>d. report the following to the appropriate licensed nurse               <ul style="list-style-type: none"> <li>i. changes in vital signs</li> <li>ii. complaints of difficulty breathing</li> <li>iii. complaints of chest pain or discomfort</li> <li>iv. unusual sputum production</li> <li>v. sputum that has a distinct color</li> </ul> </li> <li>F. Oxygen therapy               <ul style="list-style-type: none"> <li>1. administration of oxygen to improve oxygen levels in the body                   <ul style="list-style-type: none"> <li>a. normal blood oxygen level is 95-100%</li> <li>b. clients with certain disease processes have different optimal blood oxygen levels</li> </ul> </li> <li>2. methods of delivery                   <ul style="list-style-type: none"> <li>a. compressed air – green oxygen tank or in wall unit</li> <li>b. air condenser – connects to electrical outlet and pulls oxygen out of room air</li> <li>c. appliance                       <ul style="list-style-type: none"> <li>i. nasal cannula – 2 nasal prongs and tubing that goes around the ears and cinches under the chin; tubing is attached to oxygen source</li> <li>ii. mask – mask fits over nose and mouth and attaches to tubing attached to oxygen source</li> </ul> </li> </ul> </li> <li>3. oxygen is a medication</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the guidelines for caring for the client receiving oxygen therapy as evidenced by satisfactory role-play in skills lab and classroom.</p>	<ul style="list-style-type: none"> <li>a. requires physician's order</li> <li>b. ordered in liters/minute</li> <li>c. nurse aide may only observe and report administration of oxygen</li> <li>4. guidelines for oxygen delivery               <ul style="list-style-type: none"> <li>a. ensure oxygen tubing is not on the floor</li> <li>b. no smoking can take place in same room as oxygen administration</li> <li>c. post "No Smoking" signs outside of room and in client's room</li> <li>d. any spark can cause a fire in presence of oxygen, including static electricity from wool, and from dry air in winter</li> <li>e. perform frequent skin care to areas in contact with oxygen equipment (under the nose, behind the ears)</li> <li>f. observe these areas for redness and drainage</li> <li>g. use water-based lubricant to keep nostrils and lips moist and to prevent skin cracking</li> <li>h. monitor oxygen delivery device frequently to assure client is receiving correct amount of oxygen</li> <li>i. encourage activity as tolerated by client</li> <li>j. provide emotional support to client</li> <li>k. know where fire alarms and extinguishers are located</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Explain the anatomy and physiology of the circulatory system as evidenced by being able to correctly identify each component part and its function.</p>	<ol style="list-style-type: none"> <li>I. report the following to the appropriate licensed nurse               <ol style="list-style-type: none"> <li>i. sores or crusty areas on or under client's nose or ears</li> <li>ii. dry, red areas on skin in contact with oxygen tubing</li> <li>iii. shortness of breath</li> <li>iv. changes in respirations and/or pulse</li> <li>v. changes in respiratory patterns</li> <li>vi. changes in character or color of sputum</li> <li>vii. cyanosis</li> <li>viii. complaints of chest pain or tightness</li> </ol> </li> <li>II. Cardiovascular System               <ol style="list-style-type: none"> <li>A. Anatomy                   <ol style="list-style-type: none"> <li>1. blood                       <ol style="list-style-type: none"> <li>a. red blood cells                           <ol style="list-style-type: none"> <li>i. carry oxygen to the individual cells and carbon dioxide to the lungs</li> </ol> </li> <li>b. white blood cells                           <ol style="list-style-type: none"> <li>i. part of immune system</li> <li>ii. attack invading micro-organisms (infection)</li> </ol> </li> <li>c. platelets - assist the blood to clot</li> <li>d. plasma- fluid portion of blood</li> </ol> </li> <li>2. heart                       <ol style="list-style-type: none"> <li>a. pump that circulates blood throughout the body</li> <li>b. has 4 chambers                           <ol style="list-style-type: none"> <li>i. right atrium – blood from the body enters heart through</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>			

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	<ul style="list-style-type: none"> <li>right atrium and flows into the right ventricle</li> <li>ii. right ventricle – blood goes from right ventricle to the lungs where carbon dioxide leaves the blood and is replaced with oxygen</li> <li>iii. left atrium – blood returns to the heart from the lungs and enters the left atrium</li> <li>iv. left ventricle – blood flows from the left atrium into left ventricle which pumps oxygen-rich blood to the body</li> <li>3. arteries               <ul style="list-style-type: none"> <li>a. arteries carry oxygen-rich blood to the cells</li> <li>b. exception are pulmonary arteries which carry deoxygenated blood from right ventricle to lungs</li> </ul> </li> <li>4. veins - carry deoxygenated blood from the cells back to the heart (right atrium)</li> <li>5. capillaries               <ul style="list-style-type: none"> <li>a. connect arteries to veins at the cellular level</li> <li>b. where actual exchange of oxygen from the arteries to the cells and pick-up of carbon dioxide to return to the heart</li> </ul> </li> <li>B. Functions of the circulatory system               <ul style="list-style-type: none"> <li>1. blood                   <ul style="list-style-type: none"> <li>a. carries oxygen, nutrients and chemicals to cells</li> <li>b. removes carbon dioxide and</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe age-related changes seen in the circulatory system as evidenced by accurately participating in classroom discussion.</p> <p>Discuss common disorders of the circulatory system, including their signs and symptoms, as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>waste products from cells</li> <li>c. controls acidity of body</li> <li>d. controls body temperature</li> <li>e. fights infection and foreign bodies within the body</li> <li>2. heart               <ul style="list-style-type: none"> <li>a. pumps blood to every cell in the body</li> </ul> </li> <li>C. Effects of aging on the circulatory system               <ul style="list-style-type: none"> <li>1. heart muscle weakens and pumps less effectively</li> <li>2. blood vessels become clogged with cholesterol and clots and become less efficient at circulating blood</li> <li>3. blood vessels become less elastic</li> <li>4. blood flow decreases</li> </ul> </li> <li>D. Common disorders of the circulatory system               <ul style="list-style-type: none"> <li>1. hypertension – high blood pressure                   <ul style="list-style-type: none"> <li>a. follow current guidelines</li> <li>b. causes                       <ul style="list-style-type: none"> <li>i. arteries become less elastic (hardening of the arteries)</li> <li>ii. arteries become more narrow</li> <li>iii. kidney disease</li> <li>iv. stress and/or pain</li> <li>v. side effect of medication</li> </ul> </li> </ul> </li> <li>c. signs and symptoms                   <ul style="list-style-type: none"> <li>i. headache</li> <li>ii. blurred vision</li> <li>iii. dizziness</li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the guidelines for caring for the client experiencing angina as evidenced by satisfactory participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>d. if untreated               <ul style="list-style-type: none"> <li>i. may cause kidney damage</li> <li>ii. may cause rupture of blood vessel in the brain (cerebrovascular accident – CVA– stroke)</li> </ul> </li> <li>a) treatment               <ul style="list-style-type: none"> <li>i. medication</li> <li>ii. diet with controlled sodium (salt) and/or fat intake</li> </ul> </li> <li>2. coronary artery disease (CAD)               <ul style="list-style-type: none"> <li>a. arteries that provide blood to heart muscle become blocked with fatty deposits or blood clots and the heart muscle does not receive enough oxygen</li> <li>b. heart muscle deprived of oxygen causes chest pain – angina                   <ul style="list-style-type: none"> <li>i. may occur with activity or at rest</li> <li>ii. described                       <ul style="list-style-type: none"> <li>a) pressure/tightness in chest</li> <li>b) pain radiating down left arm</li> <li>c) pain in back, neck, jaw, shoulder</li> </ul> </li> <li>iii. symptoms                       <ul style="list-style-type: none"> <li>a) sweaty</li> <li>b) trouble breathing</li> <li>c) complexion pales</li> <li>d) cyanosis of lips, nail beds</li> <li>e) complaints of dizziness</li> </ul> </li> <li>iv. guidelines for client experiencing angina                       <ul style="list-style-type: none"> <li>a) have client lie down and rest</li> </ul> </li> </ul> </li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the guidelines for caring for the client experiencing possible cardiac event as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>b) notify licensed nurse immediately</li> <li>c) reduce stressors</li> <li>d) encourage rest periods during ADLs</li> <li>e) avoid large meals close to bedtime</li> <li>f) avoid exposure to weather extremes</li> <li>g) report to licensed nurse complaints of chest pain, shortness of breath that occurs with activity or at rest</li> </ul> <p>c. when muscle cells begin to die – myocardial infarction (MI or heart attack)</p> <ul style="list-style-type: none"> <li>i. area of the heart is permanently damaged</li> <li>ii. signs and symptoms are same as angina</li> <li>iii. guidelines for client experiencing a possible cardiac event               <ul style="list-style-type: none"> <li>a) a medical emergency</li> <li>b) notify licensed nurse immediately</li> <li>c) have client lie down</li> <li>d) remain calm and stay with client</li> <li>e) remove constrictive clothing</li> <li>f) if client becomes unresponsive, begin CPR</li> <li>g) report to licensed nurse complaints of chest pain, shortness of breath that</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<p>occurs with activity or at rest</p> <ol style="list-style-type: none"> <li>3. peripheral vascular disease (PVD)               <ol style="list-style-type: none"> <li>a. decreased blood supply to extremities (arms, hands, legs, feet)</li> <li>b. causes                   <ol style="list-style-type: none"> <li>i. narrowed blood vessels</li> <li>ii. blood vessels less elastic</li> <li>iii. blockages in blood vessels</li> <li>iv. decreased amount of blood being pumped by heart</li> <li>v. inflammation of veins in legs</li> </ol> </li> <li>c. signs and symptoms                   <ol style="list-style-type: none"> <li>i. pain in legs when walking or during activity</li> <li>ii. pain in legs that remains after activity is stopped</li> <li>iii. cyanosis in hands and/or feet</li> <li>iv. cyanotic nail beds</li> <li>v. extremities that are cool to touch</li> <li>vi. swelling of the hands and/or feet</li> <li>vii. sores on arms, hands, legs, feet that do not heal in expected time-frame</li> </ol> </li> <li>d. report the following to the appropriate licensed nurse                   <ol style="list-style-type: none"> <li>i. complaints of pain or discomfort in extremities with activity or at rest</li> <li>ii. change in skin color of extremities</li> <li>iii. change in temperature of extremities</li> <li>iv. change in pulse or blood</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the guidelines for caring for the client experiencing CHF as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>pressure               <ul style="list-style-type: none"> <li>v. edema in feet and/or hands</li> <li>vi. increase in weight</li> <li>vii. urine output that is significantly less than intake</li> <li>viii. complaints of headache</li> <li>ix. complaints of blurred vision</li> <li>x. complaints of chest pain</li> <li>xi. change in level of consciousness</li> </ul> </li> <li>4. congestive heart failure (CHF)               <ul style="list-style-type: none"> <li>a. when one or both sides of heart pumps ineffectively and blood begins to back up in the heart and in the arteries and veins</li> <li>b. signs and symptoms                   <ul style="list-style-type: none"> <li>i. fatigue</li> <li>ii. swelling (edema) in hands and feet</li> <li>iii. difficulty breathing</li> <li>iv. shortness of breath not relieved by rest</li> <li>v. persistent cough</li> <li>vi. decreased activity tolerance</li> <li>vii. increased pulse</li> <li>viii. irregular pulse</li> <li>ix. chest pain</li> <li>x. dizziness</li> <li>xi. change in level of consciousness</li> <li>xii. weight gain</li> <li>xiii. increased urination</li> <li>xiv. swelling of the abdomen</li> </ul> </li> <li>c. guidelines for caring for the client with CHF                   <ul style="list-style-type: none"> <li>i. include rest periods during ADLs</li> </ul> </li> </ul> </li> </ul>			





OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the guidelines for caring for the client with HIV/AIDS as evidenced by participating in classroom discussion.</p> <p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>4. fever</li> <li>5. weight loss</li> <li>6. night sweats</li> <li>7. difficulty breathing</li> <li>8. cold sores</li> <li>9. frequent infections of skin, respiratory system and mouth</li> <li>10. change in mental status</li> </ol> <p>D. Guidelines for care of client with HIV/AIDS</p> <ol style="list-style-type: none"> <li>1. practice Standard Precautions and encourage client and significant others to practice Standard Precautions</li> <li>2. disinfect surfaces in client's room and bathroom on a regular basis</li> <li>3. discourage visitors who have infections or colds from visiting</li> <li>4. observe client's skin on regular basis</li> <li>5. keep skin clean and dry</li> <li>6. turn and reposition q2h</li> <li>7. provide rest periods during ADLs</li> <li>8. provide mouth care at frequent intervals</li> <li>9. monitor vital signs</li> <li>10. measure and record weight, intake and output</li> <li>11. follow person-centered care plan</li> <li>12. encourage independence as much as possible</li> <li>13. provide emotional support</li> </ol> <p>E. Report the following to the appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. change in appetite</li> <li>2. weight loss</li> <li>3. mouth sores</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss cancer, including signs and symptoms and guidelines for care, as evidenced by participating in classroom discussion.</p>	<ul style="list-style-type: none"> <li>4. difficulty swallowing</li> <li>5. changes in the skin</li> <li>6. changes in vital signs</li> <li>7. bleeding from any opening on the body</li> <li>8. unusual behavior – anxiety, depression, mood swings, suicidal thoughts</li> </ul> <p>IV. The Client with Cancer</p> <p>A. Definitions</p> <ul style="list-style-type: none"> <li>1. tumor - abnormal growth of tissue</li> <li>2. benign - slowly growing tumor that is easily treated; not malignant</li> <li>3. malignant               <ul style="list-style-type: none"> <li>a. abnormal cells that do not function properly</li> <li>b. divide rapidly</li> <li>c. invade nearby tissue</li> </ul> </li> <li>4. cancer - abnormal cells growing in an uncontrolled manner</li> <li>5. metastasis - cancer cells spread from their original location to a new location</li> <li>6. biopsy - removal of a sample of tissue to test for cancer cells</li> </ul> <p>B. Risk factors for cancer</p> <ul style="list-style-type: none"> <li>1. inheritance               <ul style="list-style-type: none"> <li>a. race</li> <li>b. gender</li> <li>c. family history</li> </ul> </li> <li>2. environmental factors               <ul style="list-style-type: none"> <li>a. history of smoking</li> <li>b. alcohol use</li> <li>c. exposure to chemical and food additives</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the American Cancer Society signs of cancer as evidenced by participating in classroom discussion.</p> <p>Discuss the guidelines for caring for the client with cancer as evidenced by participating in classroom discussion.</p>	<ol style="list-style-type: none"> <li>3. lifestyle factors               <ol style="list-style-type: none"> <li>a. diet/obesity</li> <li>b. lack of exercise</li> <li>c. exposure to sun</li> </ol> </li> <li>C. American Cancer Society signs of cancer               <ol style="list-style-type: none"> <li>1. fever</li> <li>2. fatigue</li> <li>3. unexplained weight loss</li> <li>4. pain</li> <li>5. skin changes</li> <li>6. new mole or change in existing mole/wart</li> <li>7. change in bowel/bladder function</li> <li>8. sore that does not heal/unusual bleeding/discharge</li> <li>9. thickening in breast, scrotum</li> <li>10. indigestion, difficulty swallowing</li> <li>11. nagging cough or hoarseness</li> </ol> </li> <li>D. Guidelines for care of client with cancer               <ol style="list-style-type: none"> <li>1. manage pain                   <ol style="list-style-type: none"> <li>a. reposition at frequent intervals</li> <li>b. offer back rubs</li> <li>c. provide rest periods during ADLS</li> <li>d. report pain to licensed nurse for medication</li> </ol> </li> <li>2. skin care                   <ol style="list-style-type: none"> <li>a. observe skin on regular basis</li> <li>b. keep skin clean and dry</li> <li>c. turn and reposition q2h</li> </ol> </li> <li>3. oral care                   <ol style="list-style-type: none"> <li>a. provide mouth care at regular intervals</li> <li>b. use soft toothbrush or swabs, as needed</li> </ol> </li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the importance of reporting abnormal observations or changes to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>4. schedule rest periods</li> <li>5. provide small, frequent meals</li> <li>6. encourage fluid intake</li> <li>7. weigh client on regular basis</li> <li>8. provide nutritional supplements as ordered</li> <li>9. monitor vital signs</li> <li>10. provide emotional support for changes in self-image</li> <li>11. encourage participation in activities to promote socialization</li> <li>12. encourage participation in support groups</li> <li>13. monitor side effects of the treatments such as chemo and radiation</li> </ol> <p>E. Report the following to the appropriate licensed nurse</p> <ol style="list-style-type: none"> <li>1. pain or increase in pain</li> <li>2. changes in vital signs</li> <li>3. any changes to the skin               <ol style="list-style-type: none"> <li>a. new lesions</li> <li>b. rashes</li> <li>c. red areas</li> </ol> </li> <li>4. odors</li> <li>5. changes in ability to ambulate</li> <li>6. chest pain</li> <li>7. difficulty breathing</li> <li>8. change in appetite or weight loss</li> <li>9. sores or pain in mouth</li> <li>10. bleeding from any opening in the body</li> <li>11. nausea or vomiting</li> <li>12. change in bowel or bowel patterns</li> <li>13. change in urine or urinary patterns</li> <li>14. change in level of consciousness</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify an understanding of the student's own feelings about death and dying as evidenced by participation in classroom discussion.</p> <p>Describe the stages of grief as evidenced by participating in classroom discussion.</p>	<p>V. Care of the Client When Death is Imminent</p> <p>A. Feelings about death and dying</p> <ol style="list-style-type: none"> <li>1. cultural <ol style="list-style-type: none"> <li>a. fear of unknown</li> <li>b. anticipation of what has been promised</li> </ol> </li> <li>2. religious beliefs <ol style="list-style-type: none"> <li>a. anticipate after-life</li> <li>b. no after-life</li> <li>c. reincarnation</li> <li>d. punishment</li> </ol> </li> <li>3. personal experience</li> </ol> <p>B. Stages of grief</p> <ol style="list-style-type: none"> <li>1. denial - refuse to accept diagnosis</li> <li>2. anger <ol style="list-style-type: none"> <li>a. occurs when realize they are going to die</li> <li>b. may be expressed at self, family, staff</li> </ol> </li> <li>3. bargaining - bargain with God or a higher power</li> <li>4. depression</li> <li>5. acceptance - may appear detached from situation</li> <li>6. not everyone passes through all the stages of grief before they die</li> <li>7. nurse aide must remember not to take client's behavior personally</li> </ol> <p>C. Rights of the dying client</p> <ol style="list-style-type: none"> <li>1. to have visitors</li> <li>2. to privacy</li> <li>3. to be free of pain</li> <li>4. to honest, accurate information</li> <li>5. to refuse treatment</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>List physical changes that occur when death is imminent as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss care measures for the client when death is imminent as evidenced by participation in role-play in skills lab and classroom discussion.</p>	<p>D. Physical changes of the dying client</p> <ol style="list-style-type: none"> <li>1. changes in vital signs               <ol style="list-style-type: none"> <li>a. increased pulse</li> <li>b. shallow, irregular respirations</li> <li>c. gurgling, rattling sound to respirations</li> <li>d. decreased BP</li> </ol> </li> <li>2. changes in skin               <ol style="list-style-type: none"> <li>a. bluish</li> <li>b. mottled</li> <li>c. sweaty</li> <li>d. becomes cool to touch</li> </ol> </li> <li>3. urine production decreases</li> <li>4. incontinent of urine and/or stool</li> <li>5. client may not want to eat or drink</li> <li>6. difficulty swallowing</li> <li>7. decreased muscle tone</li> <li>8. decreased vision</li> <li>9. change in level of consciousness</li> <li>10. hallucinations</li> <li>11. hearing is the last sense to decline</li> </ol> <p>E. Guidelines for meeting the physical needs of the dying client</p> <ol style="list-style-type: none"> <li>1. care of the skin               <ol style="list-style-type: none"> <li>a. turn and reposition q2hrs.</li> <li>b. keep skin clean and dry</li> <li>c. change soiled clothing and linen immediately</li> </ol> </li> <li>2. care of mucous membranes               <ol style="list-style-type: none"> <li>a. oral care q2h if needed</li> <li>b. moisten lips and mucous membranes as needed</li> <li>c. using warm, wet washcloth gently clean eyes of any accumulated crust</li> <li>d. apply water-based lubricant to nostrils if client is receiving</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss psychosocial and spiritual care measures for the client when death is imminent as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>oxygen therapy</li> <li>3. positioning               <ul style="list-style-type: none"> <li>a. use positioning devices to assure proper body alignment</li> <li>b. turn and reposition q2h</li> <li>c. notify licensed nurse of pain</li> <li>d. elevate head of bed if client having difficulty breathing</li> </ul> </li> <li>4. comfort measures               <ul style="list-style-type: none"> <li>a. back rub</li> <li>b. soft music</li> <li>c. keep room well ventilated</li> <li>d. use soft lighting, adequate to see but not glaring</li> <li>e. remove soiled linens and bedpans immediately</li> <li>f. encourage and assist family/significant others to visit</li> <li>g. do not leave client alone</li> <li>h. remember that dying client may still have intact sense of hearing</li> </ul> </li> <li>F. Guidelines for meeting the psychosocial and spiritual needs of the dying client               <ul style="list-style-type: none"> <li>1. do not isolate or avoid the dying client</li> <li>2. provide opportunity for dying client to talk</li> <li>3. be non-judgmental about client and anything he tells you</li> <li>4. allow client to express his views on death and dying</li> <li>5. respect client's wishes for visits from spiritual leaders</li> <li>6. provide privacy for client and family/friends</li> <li>7. maintain confidentiality regarding</li> </ul> </li> </ul>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss care measures for the family when death of the client is imminent as evidenced by participation in classroom discussion.</p> <p>Demonstrate proper procedure for postmortem care as evidenced by Satisfactory rating on Skills Record in skills lab and in clinical setting.</p>	<p>anything client and/or family shares</p> <ol style="list-style-type: none"> <li>8. provide care with compassion, understanding, patience, empathy</li> </ol> <p>G. Care for the family of the dying client</p> <ol style="list-style-type: none"> <li>1. communicate what is happening to the client</li> <li>2. provide space for family members to be by themselves</li> <li>3. provide time for family members to be with the client</li> <li>4. permit family members to care for dying client, if they so desire</li> <li>5. allow family members to verbalize feelings in a non-judgmental environment</li> <li>6. permit family to follow religious rituals of their choice</li> <li>7. do not be afraid to show your own emotions</li> </ol> <p>H. Postmortem care</p> <ol style="list-style-type: none"> <li>1. provide for privacy</li> <li>2. explain procedure to family and request they leave the room</li> <li>3. gently close the eyes</li> <li>4. bathe body and comb hair</li> <li>5. place in clean gown or pajamas</li> <li>6. place in proper body alignment</li> <li>7. elevate head slightly</li> <li>8. make client's room neat and tidy for the family</li> <li>9. turn lights down for family</li> <li>10. provide privacy and time for family to grieve</li> <li>11. prepare body for funeral home to transport</li> <li>12. follow facility policy for handling</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<p>and removal of personal items</p> <p>13. have a witness for any personal items that is given to a family member</p> <p>14. document procedure following facility policy</p>			

### UNIT XIII – ADMISSION, TRANSFER AND DISCHARGE

(18VAC90-26-40.A.7.e.)

(18VAC90-26-40.A.2.d.)

#### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Describe preparation of the client room prior to admission.
2. Identify areas of orientation that must be provided to the client during the admission process.
3. Describe how to care for client's personal belongings.
4. Discuss the observations that the nurse aide should make during the admission process.
5. Document the admissions process, including care of client's personal belongings, observations and vital signs.
6. Demonstrate preparing client for transfer.
7. Identify responsibilities of nurse aide during the discharge of the client.
8. Demonstrate discharge of the client, including care of personal belongings and assisting to transport to the pick-up area

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Describe preparation of client room prior to admission as evidenced by satisfactory participation in classroom discussion.	I. Admission to the Long-Term Care Facility A. Prepare the room <ol style="list-style-type: none"><li>1. admission pack<ol style="list-style-type: none"><li>a. wash basin</li><li>b. bedpan/urinal</li><li>c. toiletry items</li><li>d. water pitcher/cup</li></ol></li><li>2. assemble vital sign equipment<ol style="list-style-type: none"><li>a. stethoscope</li><li>b. BP cuff</li><li>c. thermometer</li></ol></li><li>3. open curtains/blinds</li><li>4. adjust room temperature</li><li>5. bed in low position with wheels locked</li></ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify areas of orientation that must be provided to the client during admission as evidenced by satisfactory participation in classroom discussion.</p> <p>Describe how to care for client's personal belongings as evidenced by satisfactory participation in classroom discussion.</p>	<p>B. Orientation to facility</p> <ol style="list-style-type: none"> <li>1. introduce yourself, including your title</li> <li>2. identify how you will work with client providing care</li> <li>3. introduce roommate, if there is one</li> <li>4. be friendly, polite</li> <li>5. include family and significant others</li> <li>6. review client rights</li> <li>7. review facility rules               <ol style="list-style-type: none"> <li>a. meal times</li> <li>b. smoking policy</li> <li>c. visitation policy</li> <li>d. how to complete menu</li> </ol> </li> <li>8. tour facility               <ol style="list-style-type: none"> <li>a. dining area</li> <li>b. bathing area</li> <li>c. activity room and schedule</li> <li>d. chapel</li> </ol> </li> </ol> <p>C. Orientation to client's room</p> <ol style="list-style-type: none"> <li>a. how to use the bed</li> <li>b. call bell</li> <li>c. bathroom/emergency light</li> <li>d. lights</li> <li>e. TV</li> <li>f. how to use telephone</li> </ol> <p>D. Care of personal belongings</p> <ol style="list-style-type: none"> <li>1. complete client inventory sheet – describe all belongings completely and accurately</li> <li>2. assist to label all personal items, including clothing</li> <li>3. assist to unpack personal items</li> </ol> <p>E. Admission process</p> <ol style="list-style-type: none"> <li>1. wash hands</li> <li>2. explain to client what you will be</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the observations that the nurse aide should make during the admission process as evidenced by satisfactory role-play in class and skills lab.</p> <p>Document the admissions process, including care of client's personal belongings, observations and vital signs as evidenced by satisfactory participation in role-play in class and skills lab.</p> <p>Discuss the importance of reporting abnormal observations or findings to the appropriate licensed nurse as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss important factors in preparing client for transfer from his room and/or facility as evidenced by satisfactory participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>doing</li> <li>3. provide for privacy</li> <li>4. if appropriate, ask family to wait outside the room</li> <li>5. obtain baseline vital signs, height, weight</li> <li>6. observe               <ul style="list-style-type: none"> <li>a. condition of skin</li> <li>b. mobility</li> <li>c. behavior</li> <li>d. ability to communicate</li> </ul> </li> <li>7. fill water pitcher with fresh water</li> <li>8. have family return to room</li> <li>9. make client comfortable</li> <li>10. place call bell within reach and demonstrate how to use it</li> <li>11. wash hands</li> <li>12. document vital signs, height, weight</li> <li>13. report any abnormal findings to appropriate licensed nurse</li> </ul> <p>II. Transfer of client</p> <p>A. Prepare client</p> <ul style="list-style-type: none"> <li>1. inform client of transfer as soon as you know</li> <li>2. assist client to prepare for moving belongings</li> <li>3. accompany client to new unit</li> <li>4. provide report to new unit personal               <ul style="list-style-type: none"> <li>a. vital signs</li> <li>b. condition of skin</li> <li>c. mobility</li> <li>d. ability to communicate</li> </ul> </li> <li>5. introduce client to new unit staff</li> <li>6. assist client to unpack belongings on new unit</li> <li>7. make client comfortable</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Demonstrate preparing client for transfer as evidenced by satisfactory participation in skills lab role-play.</p> <p>Discuss care of the client room after transfer has occurred as evidenced by satisfactory participation in classroom discussion.</p> <p>Identify responsibilities of nurse aide during the discharge of the client as evidenced by satisfactory participation in classroom discussion.</p> <p>Demonstrate discharge of the client, including care of personal belongings and assisting to transport to the pick-up area as evidenced by satisfactory participation in skills lab role-play.</p>	<ol style="list-style-type: none"> <li>8. have call bell in easy reach</li> <li>9. wash hands</li> <li>10. document procedure</li> <li>11. report any changes in the client to the appropriate licensed nurse</li> </ol> <p>B. Care of room after transfer in accordance with facility policy</p> <ol style="list-style-type: none"> <li>1. strip bed</li> <li>2. place all linen, used and unused in laundry hamper</li> <li>3. inform housekeeping service that room is empty and ready for terminal cleaning</li> </ol> <p>III. Discharge</p> <p>A. Responsibilities of nurse aide</p> <ol style="list-style-type: none"> <li>1. explain what you will be doing to client</li> <li>2. provide for privacy</li> <li>3. compare admission client inventory sheet to items being packed for discharge</li> <li>4. carefully assist client/family to pack belongings</li> <li>5. assist client to dress in personal clothing</li> <li>6. assist client to say “Good-byes” to staff</li> <li>7. using wheelchair, take client to area where family vehicle is waiting</li> <li>8. lock wheels on wheelchair</li> <li>9. assist client into vehicle, engage seatbelt and close door</li> <li>10. return to unit with wheelchair</li> <li>11. wash hands</li> <li>12. document procedure</li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	B. Care of room after discharge <ol style="list-style-type: none"> <li>1. strip bed</li> <li>2. place all linen, used and unused in laundry hamper</li> <li>3. inform housekeeping service that room is empty and ready for terminal cleaning</li> </ol>			

## UNIT XIV – LEGAL AND REGULATORY ASPECTS OF PRACTICE FOR THE CERTIFIED NURSE AIDE

(18VAC90-26-40.A.8)

(18VAC90-26-40.A.10)

(18VAC90-26-40.A.7.f)

### Unit Objectives:

At the end of this unit, as evidenced by a minimum grade of 80% on the unit test, the student will be able to:

1. Discuss professional behaviors of the nurse aide.
2. Review methods of conflict management.
3. Discuss the role of the Virginia Board of Nursing.
4. Discuss the OBRA requirements.
5. Discuss the different types of abuse, including the signs of abuse.
6. Discuss inappropriate nurse aide behavior, including abuse, neglect and misappropriation of client property.
7. Describe strategies the nurse aide may use to avoid inappropriate behavior.
8. Discuss the role of the mandated reporter as described in the Code of Virginia.
9. List reasons for the Virginia Board of Nursing to begin disciplinary proceedings for a certified nurse aide as identified in Regulation 18VAC90-25-100.
10. Identify the consequences of abuse, neglect and/or misappropriation of client property for a nurse aide.
11. Discuss the consequences of using social media, cell phones, and/or texting that involves the client's/resident's image or likeness.
12. Discuss responsibilities of the certified nurse aide to the Virginia Board of Nursing.
13. Discuss responsibilities of employers of certified nurse aides to the Virginia Board of Nursing.
14. Describe the application process for the NNAAP exam.
15. Describe what the nurse aide graduate is required to bring to the NNAAP test site the day of the test.

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
Discuss professional behaviors of the nurse aide as evidenced by satisfactory participation in classroom discussion and role-play.	I. Professional Behaviors of a Nurse Aide A. Positive attitude B. Maintain confidentiality and privacy 1. client information 2. staff information C. Be polite and cheerful D. Listen to clients E. Perform assigned duties 1. in timely manner 2. to the best of your ability			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
	<ul style="list-style-type: none"> <li>F. Do not give or accept money or gifts from clients</li> <li>G. Follow facility policies and procedures</li> <li>H. Take directions and constructive criticism</li> <li>I. Practice good personal hygiene</li> <li>J. Dress neatly and appropriately</li> <li>K. Be punctual to work</li> <li>L. Be respectful               <ul style="list-style-type: none"> <li>1. to clients</li> <li>2. to staff</li> <li>3. to visitors</li> </ul> </li> <li>M. Be dependable               <ul style="list-style-type: none"> <li>1. report to work on assigned shifts</li> <li>2. call in following facility policy if you will be late or are sick</li> <li>3. complete assignments without having to be prompted</li> <li>4. if you volunteer to perform a task, do it</li> </ul> </li> <li>N. Be dedicated to your position - take pride in your work</li> <li>O. Treat clients the way you would want to be treated               <ul style="list-style-type: none"> <li>1. regardless of diagnosis</li> <li>2. regardless of race</li> <li>3. regardless of gender</li> <li>4. regardless of ethnicity</li> </ul> </li> <li>P. Always use appropriate language               <ul style="list-style-type: none"> <li>1. do not curse</li> <li>2. do not use slang</li> <li>3. do not use medical terminology that client does not understand</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the Code of Ethics for the nurse aide as evidenced by satisfactory participation in classroom discussion.</p>	<p>II. Nurse Aide Code of Ethics</p> <ul style="list-style-type: none"> <li>A. Preserve life, ease suffering and work to restore client's health</li> <li>B. Consider client's physical, mental, emotional and spiritual needs</li> <li>C. Loyalty to employer, clients and co-workers</li> <li>D. Provide quality care regardless of client's religious beliefs</li> <li>E. Demonstrate equal courtesy and respect to everyone</li> <li>F. Respect client confidentiality and dignity</li> <li>G. Perform only those procedures that you have been trained to perform</li> <li>H. Be willing to learn new skills and keep old skills current</li> <li>I. Care for client as you were taught</li> <li>J. Always be clean and professional in appearance</li> <li>K. Legal and ethical behaviors for nurse aides               <ul style="list-style-type: none"> <li>1. be honest at all times</li> <li>2. protect clients'/residents' privacy</li> <li>3. keep staff information confidential</li> <li>4. report abuse or suspected abuse of residents</li> <li>5. follow the care plan and your assignments</li> <li>6. report mistakes you make immediately</li> <li>7. do not perform tasks outside your scope of practice</li> <li>8. report all resident observations and incidents to the licensed nurse</li> <li>9. document accurately and promptly according to your facility policy</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Review methods of conflict management as evidenced by satisfactory participation in classroom discussion.</p> <p>List two (2) regulatory agencies that are involved with nurse aides as evidenced by participation in classroom discussion.</p>	<ol style="list-style-type: none"> <li>10. follow rules about safety and infection prevention</li> <li>11. do not get personally or sexually involved with residents or their family members or friends</li> </ol> <p>III. Conflict Management</p> <ol style="list-style-type: none"> <li>A. Report conflicts to appropriate licensed nurse               <ol style="list-style-type: none"> <li>1. conflicts between clients</li> <li>2. conflicts between client and staff</li> <li>3. conflicts among staff</li> </ol> </li> <li>B. Respect client's rights               <ol style="list-style-type: none"> <li>1. right to complain without fear for their safety or care</li> <li>2. right to have assistance in resolving grievances and disputes</li> <li>3. right to contact the Ombudsman</li> </ol> </li> <li>C. Resolve conflict in professional manner               <ol style="list-style-type: none"> <li>1. remain calm</li> <li>2. do not be aggressive or argumentative</li> <li>3. do not use inappropriate language</li> <li>4. do not take client's behavior personally</li> <li>5. do not act inappropriately</li> </ol> </li> </ol> <p>IV. Regulatory Agencies for Nurse Aides</p> <ol style="list-style-type: none"> <li>A. Nurse Aide Training and Competency Evaluation Program (NATCEP)               <ol style="list-style-type: none"> <li>1. makes rules for training and testing</li> <li>2. Federal Government Omnibus Budget Reconciliation Act (OBRA) 1987</li> <li>3. individual state programs assure federal rules are followed in</li> </ol> </li> </ol>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss the role of the Virginia Board of Nursing as evidenced by participation in classroom discussion.</p>	<p>facilities receiving Medicare/Medicaid funds</p> <ol style="list-style-type: none"> <li>4. establishes registry to track nurse aides working in that individual state</li> </ol> <p>B. Virginia Board of Nursing (VBON)</p> <ol style="list-style-type: none"> <li>1. Health regulatory board of the Department of Health Professions</li> <li>2. protects the welfare of the public</li> <li>3. enforces the Virginia Nurse Practice Act</li> <li>4. establishes and enforces Regulations for Nurse Aide Education Programs (18VAC90-26-10 et seq.)               <ol style="list-style-type: none"> <li>a. approves nurse aide education programs</li> <li>b. establishes curriculum requirements for nurse aide education programs</li> </ol> </li> <li>5. establishes and enforces Regulations Governing Certified Nurse Aides in Virginia (18VAC90-25-10 et seq.)               <ol style="list-style-type: none"> <li>a. establishes certification process for nurse aides</li> <li>b. establishes nurse aide competency standards</li> <li>c. maintains the Nurse Aide Registry</li> <li>d. denies, revokes, suspends or reinstates certification for nurse aides</li> <li>e. otherwise discipline nurse aide certificate holders in Virginia</li> </ol> </li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Describe strategies the nurse aide can use to avoid inappropriate behavior as evidenced by satisfactory participation in classroom discussion.</p> <p>Discuss the role of the mandated reporter as described in the Code of Virginia, including who is a mandated reporter, what must be reported, to whom it must be reported, and the penalty for not reporting as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>C. Misappropriation of client's property               <ul style="list-style-type: none"> <li>1. deliberate misappropriation, exploitation, or wrongful use of client's belongings or money without the client's consent</li> <li>2. may be temporary or permanent</li> </ul> </li> <li>D. How to avoid inappropriate behavior               <ul style="list-style-type: none"> <li>1. remain calm</li> <li>2. do not take client's behavior personally</li> <li>3. always remember there is no excuse for abusing a client</li> <li>4. if nurse aide is feeling overwhelmed with assigned duties or a certain client                   <ul style="list-style-type: none"> <li>a. discuss it with supervisor</li> <li>b. get help from co-workers</li> <li>c. make arrangements to take a break and compose self</li> </ul> </li> <li>5. if nurse aide sees a co-worker who appears overwhelmed                   <ul style="list-style-type: none"> <li>a. offer support and assistance</li> <li>b. encourage co-worker to report situation</li> <li>c. report situation to supervisor</li> </ul> </li> </ul> </li> <li>VI. Mandated Reporter Authority (§63.2-1606 of Virginia Code)               <ul style="list-style-type: none"> <li>A. Who is a mandated reporter?                   <ul style="list-style-type: none"> <li>1. any person licensed, certified, or registered by health regulatory boards listed in § 54.1-2503, except persons licensed by the Board of Veterinary Medicine</li> <li>2. any mental health services provider as defined in §54.1-2400.1</li> </ul> </li> </ul> </li> </ul>			

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	<ul style="list-style-type: none"> <li>3. any emergency medical services personnel certified by the Board of Health pursuant to § 32.1-111.5</li> <li>4. any guardian or conservator of an adult</li> <li>5. any person employed by or contracted with a public or private agency or facility and working with adults in an administrative, supportive, or direct care capacity</li> <li>6. any person providing full, intermittent or occasional care to an adult for compensation, including but not limited to companion, chore, homemaker and personal care workers</li> <li>7. any law-enforcement officer</li> <li>B. What to report               <ul style="list-style-type: none"> <li>1. required to report suspected abuse, neglect, or exploitation of adults 60 years or older or incapacitated adults 18 years or older</li> <li>2. name, age, address or location of the person suspected of being abused and as much about the suspected situation as possible</li> <li>3. to be reported immediately</li> </ul> </li> <li>C. Where to report               <ul style="list-style-type: none"> <li>1. report suspected finding to supervisor</li> <li>2. local departments of social services in the city or county where the adult resides or the Virginia Department of Social Services APS hotline at 1 (888) 832-3858</li> </ul> </li> <li>D. Rights of mandated reporters               <ul style="list-style-type: none"> <li>1. a person who makes a report is</li> </ul> </li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>List reasons why the Virginia Board of Nursing would begin disciplinary proceedings for a Certified Nurse Aide as evidenced by participation in classroom discussion.</p>	<p>immune from civil and criminal liability unless the reporter acted in bad faith or with a malicious purpose.</p> <ol style="list-style-type: none"> <li>2. a person who reports has a right to have his/her identity kept confidential unless consent to reveal his/her identity is given or unless the court orders that the identity of the reporter be revealed</li> <li>3. a person who reports has a right to hear from the investigating local department of social services confirming that the report was investigated</li> </ol> <p>E. Failure to report suspected abuse</p> <ol style="list-style-type: none"> <li>1. punishable by a civil money penalty of not more than \$500 for the first failure and not less than \$100 nor more than \$1,000 for subsequent failures</li> <li>2. failure to report may also subject a mandated reporter to administrative action by the appropriate licensing authority</li> <li>3. not obligated to report if mandated reporter has actual knowledge the same matter has been already reported to APS hotline</li> </ol> <p>VII. Disciplinary Proceedings Against a Certified Nurse Aide</p> <p>A. Regulation 18VAC90-25-100</p> <ol style="list-style-type: none"> <li>1. disciplinary provisions for nurse aides</li> <li>2. examples of allegations investigated by VBON</li> </ol>			



OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Identify the consequences of abuse, neglect, and exploitation conviction as evidenced by participation in classroom discussion.</p> <p>Discuss responsibilities and requirements of certified nurse aides per Virginia Board of Nursing regulations as evidenced by participation in classroom discussion.</p>	<ul style="list-style-type: none"> <li>a. unprofessional conduct               <ul style="list-style-type: none"> <li>i. abuse</li> <li>ii. neglect</li> <li>iii. abandoning client</li> <li>iv. falsifying documentation</li> <li>v. obtaining money or property of a client by fraud, misrepresentation or duress</li> <li>vi. entering into an unprofessional relationship with a client</li> <li>vii. violating privacy of client information</li> <li>viii. taking supplies or equipment or drugs for personal or other unauthorized use</li> </ul> </li> <li>b. performing acts outside the scope of practice for a nurse aide in Virginia</li> <li>c. providing false information during a Virginia Board of Nursing investigation</li> </ul> <p>B. Consequences of abuse (including texting or posting pictures to social media), neglect, exploitation conviction</p> <ul style="list-style-type: none"> <li>1. permanent bar to employment in health care</li> <li>2. revocation of certification</li> <li>3. possible legal action</li> </ul> <p>VIII. Responsibilities of Certified Nurse Aide to the Virginia Board of Nursing (BON) (18VAC90-25-10 et seq)</p> <ul style="list-style-type: none"> <li>A. Requirements of approved nurse aide education program</li> <li>B. Notify Board of Nursing of name change</li> </ul>			

OBJECTIVES	CONTENT OUTLINE	TEACHING TOOLS/RESOURCES	STUDENT EVALUATION	INSTRUCTION TIME (classroom, skills lab, clinical)
<p>Discuss responsibilities of employers of nurse aides to the Virginia Board of Nursing as evidenced by participation in classroom discussion.</p> <p>Describe the process of applying for the NNAAP examination as evidenced by successfully completing the NNAAP application.</p>	<ul style="list-style-type: none"> <li>C. Notify Board of Nursing of address change</li> <li>D. Renew certification every year</li> <li>E. Disciplinary provisions</li> </ul> <p>IX. Responsibilities of Employers of Certified Nurse Aides to the Board of Nursing</p> <ul style="list-style-type: none"> <li>A. Board of Nursing may be notified of certified nurse aide's unprofessional/unethical conduct</li> <li>B. Notify the Board of Nursing of disciplinary actions taken against a certified nurse aide</li> </ul> <p>X. Obtaining Certification</p> <ul style="list-style-type: none"> <li>A. Academic requirements               <ul style="list-style-type: none"> <li>1. successfully complete nurse aide education program approved by Board of Nursing</li> <li>2. enrolled in Registered Nurse or Practical Nursing education program and have completed at least one (1) clinical course with a minimum of 40 clinical hours providing direct client care</li> <li>3. completion of Registered Nurse or Practical Nursing education program</li> <li>4. previously certified nurse aide in Virginia who allowed certificate to expire</li> </ul> </li> <li>B. Required accompanying documentation               <ul style="list-style-type: none"> <li>1. roster submitted to Pearson Vue by nurse aide program</li> <li>2. letter (on official educational program letterhead) from the</li> </ul> </li> </ul>			

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<p>Describe what the nurse aide graduate is required to bring to the testing site the day of the NNAAP exam as evidenced by satisfactory participation in classroom discussion.</p>	<p>program director documenting attendance in nursing education program</p> <p>C. Complete on-line registration</p> <ol style="list-style-type: none"> <li>1. Please refer to the most current Virginia Nurse Aide Candidate Handbook by Pearson Vue for instructions on how to complete on-line registration</li> <li>2. PearsonVUE can be contacted at (866) 340-355</li> <li>3. completed registration valid for twelve (12) months from the date of approval or the original receipt date</li> <li>4. failure to accurately answer questions on registration is considered falsification of the registration and grounds for denial of certification or disciplinary action by the Board of Nursing, even after successful completion of the NNAAP exam</li> </ol> <p>D. Day of the NNAAP exam</p> <ol style="list-style-type: none"> <li>1. arrive 30 minutes prior to testing time</li> <li>2. provide proper identification               <ol style="list-style-type: none"> <li>a. one (1) current picture identification</li> <li>b. one additional current identification</li> <li>c. both identifications must have a signature</li> <li>d. name on both identifications must be identical to name on NNAAP application</li> </ol> </li> <li>3. also bring</li> </ol>			

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	<ul style="list-style-type: none"> <li>a. three (3) no. 2 pencils</li> <li>b. eraser</li> <li>c. watch with a second hand (analog watch); smart watches (e.g. Apple or Google watches) are not allowed to be used during the written or skills portion of the examination</li> <li>4. testing apparel               <ul style="list-style-type: none"> <li>a. wear flat, slip-on, non-skid footwear</li> <li>b. loose-fitting top with sleeveless top underneath (scrubs are comfortable for testing)</li> </ul> </li> </ul>			

## **TERMINOLOGY & ABBREVIATIONS**

### **Infection Control Definitions**

1. **MDRO** (multidrug-resistant organism) – microorganisms, predominantly bacteria, that are resistant to one or more classes of antimicrobial agents
2. **MRSA** – methicillin-resistant *Staphylococcus aureus*
3. **VRE** – vancomycin-resistant *Enterococcus*
4. **MDR-GNB** – multidrug resistant gram negative bacilli
5. **MDRSP** – multidrug-resistant *Streptococcus pneumoniae*
6. **contact precautions** - are a set of practices used to prevent transmission of infectious agents that are spread by direct or indirect contact with the resident or the resident's environment
7. **asepsis** – free from germs
8. **infection** – invasion of a body part by disease-causing microorganisms (pathogens)
9. **infectious disease** – disease caused by some parasitic organisms and transmitted from one person to another by transfer of the organism
10. **contagious disease** – disease readily transmitted by direct or indirect contact
11. **HAI – (hospital acquired infection)** any infection acquired while in the hospital or a facility
12. **CAI – (community acquired infection)** – any infection acquired in the community
13. **isolation** – the act of separating or setting residents/patients apart from others; it is now known as **Precautions**
14. **microorganisms** – small living body not visible to the naked eye
15. **contamination** – to make something unclean or unsterile
16. **disinfection** – destroying **MOST** disease-carrying organisms

## Frequently Used Abbreviations

a.c.	before meals
Abd	abdomen
ad lib	as desired
ADLs	activities of daily living
Amb	ambulate (to walk)
AROM	active range of motion
B&B	bowel and bladder
BID	twice a day
BM	bowel movement, bone marrow, breast milk
BP	blood pressure
BRP	bathroom privileges
̄	with
cc	cubic centimeters
C/O or c/o	complains of
CVA	cerebral vascular accident (stroke)
D/C	discontinue or discharge
DNR	do not resuscitate
DOB	date of birth
Dx	diagnosis
FF	force fluids

## Frequently Used Abbreviations

Fx	fracture
h.s. or hs	hours of sleep (bedtime)
HOB	head of bed
I&O	intake and output
IV	intravenous
N&V or n/v	nausea and vomiting
NPO	nothing by mouth
O <sub>2</sub>	oxygen
OOB	out of bed
PO	by mouth
p.c.	after meals
PRN or prn	as necessary or when needed
PROM	passive range of motion
PT	physical therapy
q	every
q.d.	every day
q.i.d.	four times each day
q,o,d,	every other day
q.h.	every hour
q2h	every two hours
Rx	prescription

## Frequently Used Abbreviations

̄s	without
SOB	shortness of breath
stat	immediately
TID	three times a day
UA	urinalysis
URI	upper respiratory infection
UTI	urinary tract infection
VS	vital signs
W/C	wheelchair
wt	weight