

**Board of Nursing
Nurse Aide Curriculum**

NA (65 classroom + 20 lab + 40 clinical = 125 hours total)

11/2019

Content Topic	Content Objectives Upon completion of the unit, the learner will be able to:	Chapter Readings and Student Assignments	Suggested Hours
1. Role of Nurse Aide <ul style="list-style-type: none"> a. Tasks and responsibilities b. Implementation of a plan of care c. Receiving assignments d. Requirements of reporting incidents 	<ol style="list-style-type: none"> 1. Discuss the structure of the healthcare system long-term care and acute care facilities. 2. Describe the residents and activities in long-term care facilities. 3. Explain policies and procedures in long-term care. 4. Discuss the long-term care survey process. 5. Identify the members of the care team and their roles in long-term care. 6. Explain the Nurse Aide's role in long-term care including receiving delegation and assignments. 7. Identify professional behavior and characteristics of professionalism. 8. Describe the Nurse Aide role in care planning and the nurse process. 9. Describe proper personal grooming habits. 10. Discuss managing time and assignments. 		Classroom 3
2. Legal and ethical duties <ul style="list-style-type: none"> a. Resident rights b. Promoting resident right to be free from abuse and mistreatment c. Professional boundaries 	<ol style="list-style-type: none"> 1. Explain the Patient Self-Determination Act (PSDA), advance directives, and the importance of regarding resident rights. 2. Describe the role of the Nurse Aide in regarding residents' rights. 3. Explain the Omnibus Budget Reconciliation Act (OBRA) and its significance in long-term care. 4. Explain types of abuse. 5. Recognize signs and symptoms of abuse and neglect. 6. Explain the role of the Nurse Aide in reporting abuse or neglect. 7. Define the terms law and ethics and list examples of legal and ethical behavior in providing care. 8. Discuss examples of ethical behavior for Nurse Aides 9. Describe the procedure in DC of resolving complaints against a Nurse Aide. 10. Explain HIPAA and provide examples of ways to protect residents' privacy. 		Classroom: 3

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3. Care sensitive to culture, religion, national origin, gender identity and sexual orientation	<ol style="list-style-type: none"> 1. Describe the ways various cultures communicate. 2. Identify ways to learn cultural habits of residents or residents 3. Identify ways to accommodate cultural differences 4. Identify common cultures in this area and characteristics of that culture that relate to health care practices. 5. Define culturally sensitive care. 6. Describe strategies to implement when providing care that is sensitive to resident's culture, religion, national origin, and sexual orientation 7. Describe the etiquette or demeanor of the Nurse Aide when caring for persons of diverse backgrounds including ethnic, religious, gender identity, and sexual orientation. 8. Describe the protections afforded LGBT people by the D.C. Human Rights Act, and the possible consequences of violating the Act. 		Classroom: 4
4. Communication a. Interpersonal skills b. Reporting	<ol style="list-style-type: none"> 1. Define the term communication 2. Demonstrate respect for the resident through communication and language usage 3. Identify the people that will be communicating with the Nurse Aide 4. Identify barriers to interpersonal communication 5. Demonstrate proper telephone etiquette 6. Describe the Nurse Aide's role in reporting at "change of shift" 7. Explain how to give and receive an accurate report of a resident's status. 		Classroom: 3 Laboratory: 1
5. Basic Safety Skills a. NA responses to resident's seizure b. Fall prevention c. MSDA and clean-up of blood/body fluids	<ol style="list-style-type: none"> 1. List common accidents that occur in facilities. 2. List techniques that will prevent falls. 3. Describe basic strategies to prevent accidents. 4. Explain the Material Safety Data Sheet (MSDS) 5. List safety guidelines for oxygen use 6. Obtain CPR – Basic Life Support certification 7. Describe appropriate responses to resident having a seizure. 		Classroom: 3

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6. Infection prevention and control	<ol style="list-style-type: none"> 1. Define infection prevention and discuss types of infections. 2. Describe the chain of infection. 3. Describe the spread of infection. 4. Describe infection prevention practices, including standard precautions. 5. Explain the basic facts regarding HIV and hepatitis infection 6. Identify high risk behaviors that allow the spread of HIV/AIDS and HBV 7. List equipment used for standard precautions. 8. Identify when to wash hands. 9. Demonstrate proper hand washing technique 10. Discuss the use of personal protective equipment (PPE) in facilities. 11. Explain how to handle spills. 12. List guidelines for handling equipment and linen. 		Classroom: 4 Laboratory: 1
7. Understanding basic human functioning and needs including: a. Anatomy and physiology of boy organs and systems b. The effect of age, illness, disability, and gender on sexuality b. Developmental tasks associated with aging	<ol style="list-style-type: none"> 1. Identify basic human needs 2. Describe normal body functions by systems and organs. 3. Describe the integumentary system 4. Describe the musculoskeletal system 5. Describe the nervous system 6. Describe the circulatory or cardiovascular system 7. Describe the respiratory system 8. Describe the urinary system 9. Describe the gastrointestinal system 10. Describe the endocrine system 11. Describe the reproductive system 12. Describe the immune and lymphatic systems 13. Describe the stages of human development and common disorders for each stage. 14. Discuss normal changes of aging and care guidelines. 15. Explain how a disability may affect sexuality and intimacy. 16. Identify skills you have already learned that can be applied to 		Classroom: 8.0

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	17. clients with disabilities 18. List five goals when assisting clients w/disabilities.		
8. Promoting the resident's independence with Personal care skills: a. bathing b. feeding (use of assistive devices) c. nutrition d. hydration e. skin integrity and skin care f. dressing g. grooming h. perineal care i. indwelling catheter care j. emptying, measuring, replacing ostomy bag	1. Describe techniques to promote resident independence with personal care skills 2. Describe guidelines for assisting with bathing. 3. Demonstrate proper procedure for complete bath, partial bath, and shower. 4. Describe guidelines for assisting with grooming, including shaving and hair care. 5. Demonstrate foot care without nail clippings. 6. Demonstrate dressing a resident with an affected side. 7. Identify and report changes in skin integrity. 8. Demonstrate oral care and denture cleaning. 9. Describe factors that influence food preferences. 10. Explain special diets. 11. Identify ways to promote appetites at mealtime. 12. Describe the use of assistive devices in eating 13. Demonstrate assistance with eating. 14. Identify signs and symptoms of swallowing problems. 15. Describe how to assist the resident with special feeding needs. 16. Explain how the Nurse Aide adapts personal care procedures to meet the needs of clients with feeding tubes and other invasive devices. 17. Describe care of the male and female perineal area, including indwelling catheter care. 18. Demonstrate how to empty, measure, and replace ostomy bag.		Classroom: 5 Laboratory: 4

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9. Promoting the resident's independence with assistance in elimination a. toileting; b. bowel training c. bladder training	<ol style="list-style-type: none"> 1. Describe guidelines for assisting with toileting. 2. Demonstrate assistance with use of bedpan, bedside commode, and toilet. 3. Discuss guidelines for bladder training. 4. Discuss guidelines for bowel training. 		Classroom: 4 Laboratory: 3
10. Promoting the resident's independence with Basic restorative skills including: a. safe transfer, a. ambulation, b. range of motion c. turning and repositioning in bed and chair d. Orthotic and prosthetic devices e. change dry dressing	<ol style="list-style-type: none"> 1. Describe strategies to promote independence with mobility and ambulation 2. Describe the principles of body mechanics 3. Discuss body alignment and the need for repositioning. 4. Discuss ambulation and describe assistive devices and equipment. 5. Explain guidelines for maintaining proper body alignment. 6. Demonstrate safe transfer of resident with an affected side (weakness). 7. Demonstrate the use of assistive devices when transferring. 8. Demonstrate transfer using mechanical lifts. 9. Demonstrate assistance with ambulation. 10. Demonstrate use of assistive devices (walker, cane, forearm crutches. gait belt) when assisting with ambulation 11. Describe the guidelines and purpose for exercising. 12. Demonstrate assistance with range of motion exercises as designated by physical therapist. 13. Describe the application, care and removal of orthotic and prosthetic devices. 14. Demonstrate the removal and application of dry dressing. 		Classroom: 4 Laboratory: 3
11. Delegated nursing skills: Recognizing, reporting, and documenting changes in behavior	<ol style="list-style-type: none"> 1. Describe normal body functions by systems and organs. 2. Recognize abnormal functions. 		Classroom: 3

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	<ol style="list-style-type: none"> 3. Describe and record abnormal body functions or changes. 4. Describe and record abnormal behavior. 5. Demonstrate ability to document on appropriate forms. 6. List important changes to report and document for a client with disabilities. 		
<p>12. Taking and documenting Vital Signs (Delegated nurse skills)</p> <p>a. Observing and Reporting Pain</p>	<ol style="list-style-type: none"> 7. Explain purposes for monitoring temperature, pulse and respirations. 8. Describe the guidelines for taking oral, tympanic and axillary temperatures, 9. Describe the guidelines for taking radial pulses and respirations. 10. Demonstrate accurate measuring of oral, tympanic, and axillary temperatures. 11. Demonstrate accurate measuring of radial pulse and respiration. 12. Demonstrate recording of temperature, pulse and respirations. 13. Demonstrate measurement of blood pressure using two-step approach. 14. Describe how clients may show pain or feelings of discomfort in facial gestures or in the body. 15. Define the role of the Nurse Aide in reporting pain. 		<p>Classroom: 4 Laboratory: 3</p>
<p>13. Measuring and documenting resident's weight and height (Delegated nurse skills)</p>	<ol style="list-style-type: none"> 1. Explain the guidelines for measuring weight: standing, in a wheelchair. 2. Demonstrate accurate process for measuring resident's weight: standing, in a wheelchair, and using mechanical lift. 3. Record height and weight in the proper place in resident's record 4. Demonstrate recording of resident's intake and output on facility form. 		<p>Classroom: 1 Laboratory: 1</p>

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14. Applying clean bandages a. Change dry dressing (Delegated nurse skill)	<ol style="list-style-type: none"> 1. Demonstrate application of clean bandage to limb. 2. Describe the state of the limb. 3. Demonstrate application of dry dressing to designated area. 1. Describe the state of the designated area. 		Classroom: 2 Laboratory: 1
15. Assisting with admitting, transferring, or discharging (Delegated nurse skill)	<ol style="list-style-type: none"> 2. Explain the role of the Nurse Aide in the emotional adjustment of a new resident. 3. Describe the Nurse Aide's role in the admission process. 4. Explain the role of the Nurse Aide in an in-house transfer of a resident. 5. Discuss the role of the Nurse Aide in the discharge of a resident. 		Classroom: 2 Laboratory: 1
16. Giving assistance in resolving grievances and disputes	<ol style="list-style-type: none"> 1. Explain how to meet emotional needs of residents and their families. 2. Explain defense mechanisms as methods of coping with stress. 3. Discuss the role of the Nurse Aide in facilitating the resolution of a dispute. 		Classroom: 1
17. Caring for clients with special needs, to include: a. Cognitive Impairment; b. Sensory deficits or impairment; c. Communication limitations; d. Altered level of consciousness;	<ol style="list-style-type: none"> 1. Discuss the vulnerability of clients with cognitive, sensory, behavioral or communication impairments 2. Discuss the needs of individuals with developmental disabilities Define cognitive impairment 3. Describe how to care for clients with common mental illnesses: depression, anxiety, schizophrenia, dementia and Alzheimer's. 4. List strategies for communicating to clients with Alzheimer's dz. 5. Identify the types of behavioral observations that should be reported. 		Classroom: 3
18. Working with agitated or combative residents, including techniques useful in the prevention of abuse;	<ol style="list-style-type: none"> 1. Discuss communication guidelines for working with residents with anxiety or fear. 2. Discuss communication guidelines for working with residents 		Classroom: 3

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	<p>who are angry or combative.</p> <ol style="list-style-type: none"> Describe techniques to prevent abuse of agitated client. Identify communication guidelines for inappropriate sexual behavior. Identify communication guidelines for disorientation or confusion. 		
19. Restraints and limitations on use of restraints	<ol style="list-style-type: none"> Define restraint as related to resident restriction of movement. Explain strategies to promote a restraint-free environment. Demonstrate proper use of Posey vest, wrist and ankle restraints. Explain the safety and care for a resident in a restraint. 		Classroom: 1 Laboratory: 1
20. End of life care	<ol style="list-style-type: none"> Discuss how feelings and attitudes about death differ. Explain how to care for a dying resident with dignity and respect. Describe common signs of approaching death. List changes that occur in the body with approaching death. Describe the Nurse Aide's role in performing care after death. 		Classroom: 2 Laboratory: 1
21. Preventing fatigue and burn-out	<ol style="list-style-type: none"> Discuss conflict resolution. Explain ways to manage stress. Describe the value of the Nurse Aide as a member of the health care team. Discuss ways to prevent fatigue and burnout. 		Classroom: 1
22. Reporting incidents	<ol style="list-style-type: none"> Discuss the purpose of reporting incidents. Describe the types of events that require reporting. Demonstrate documentation of reporting events. 		Classroom: 1