



Wolcott Public Schools

**1488 Woodtick Road
Wolcott, Connecticut 06716
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High School Curriculum Nursing Assistant Grades 11-12



Children are our Future...

Acknowledgements

Curriculum Writers:

Christine Lofgren

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Assistant Superintendent

Date of Presentation to the Board of Education: November 5, 2018

Nursing Assistant

Nursing Assistant

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:

Wolcott High School's Applied Education Department believes its courses are an integral part of the total academic structure that provides students with competencies to be competitive in a medical-oriented society. The mission of this program is to ensure that students have the opportunity to coherent and rigorous content aligned with challenging standard, applicable technical knowledge, and skills needed to prepare for advanced education and careers in up-and-coming medical education.

Course Description:

NURSING ASSISTANT

Grades 11-12, (College and Career Readiness), 2 Units

Meets Science requirement for graduation.

This course is designed for male and female students who have an interest in acquiring knowledge and skills in the health occupations area. An opportunity to explore other health careers is offered during clinical time at the hospital. Part of the course is spent studying and practicing patient care, communication skills and safety. The students will then have the opportunity to apply what has been learned in class to patients in an extended care facility and hospital. Upon successful completion of the course and state examination, the student will become a Certified Nursing Assistant, registered through the State of Connecticut. This entitles the student to seek employment for health care positions in extended care facilities, hospitals, home health care agencies and special care institutions. ***Students are given the opportunity to join and participate in SkillsUSA, which is state and national organization that many colleges and universities recognize through scholarships, leadership events, and competition. There is an application form, teacher recommendation form, and interview process before acceptance into the program.

This course may fulfill the Practices or Performs Effectively academic expectation.

Nursing Assistant: Curriculum Introduction

CREDITS AND PREREQUISITES:

- A.** Carnegie Units: 2
- B.** Course Level: Honors
- C.** Grade Level: 11-12
- D.** Duration: Full Year
- E.** Prerequisites: Application, including teacher recommendation and teacher acceptance

This course is designed to prepare individuals for entry level positions in the healthcare field. The focus on this course is on the learning of basic principles and procedures required to become a nursing assistant. Nursing assistants function under the direction of a Licensed Practical Nurse or Registered Nurse. Instruction includes both theory and clinical components. This course meets the Connecticut State Department of Education and Department of Public Health guidelines for nursing assistant.

Admission Requirements

NA Clinical Rotation upon successful completion of the classroom instruction. Students will attend clinical at chronic and acute care facilities. Students will gain hands on experience working with patients during their clinical routine.

In order to attend clinical students must:

- Show results with a negative PPD
- Show results of having Hepatitis B immunization
- Wear white pants, white leather sneakers with backs, top (top provided by school)
- Wear name tag, watch with second hand, black pen and pad with paper
- Hair pulled back (no fad colors), NO jewelry (except studs.)

- Minimum age: 16 years. (11 or 12 grade)
- Students must meet vaccination and program specified health requirements in compliance with the Centers for Disease Control guidelines (vaccination list is provided at time of registration.)
- Ability to lift a minimum of 50 pounds and to reach overhead.
- Ability to stand or walk for long periods.
- Able to read, write, and converse in English.

According to the Department of Public Health:

- The State of Connecticut requires that a NA training program be at least 100 hours and coordinated by a Registered Nurse.
- Program includes theory components defined by State and Federal regulations as well as clinical area training on the 25 competency skills – which they are evaluated on 5 skills.
- Certification period is for 24 months and must recertify every 2 years by providing verification they have worked at least one 8 hour shift during that 24 months. If certification expires and remains expired for longer than 2 years and has not worked in 24 months the person must retest to remain active on the registry.

Student Conduct Policy

A student who receives an unsafe patient care evaluation will be terminated and will not receive a certificate, or be eligible to re-enroll. Activities that will result in an unsafe rating and

immediate dismissal include: stealing in the classroom or clinical; abusive language to an instructor, resident, classmate; inappropriate behavior with a resident; violent or aggressive behavior toward faculty, students, or residents; inaccurate or false reporting of care provided for or condition of a resident; and/or alcohol or drug use while attending class or clinical. All terminations will be reviewed by instructor and administration.

Curriculum Activities

A. Theory

- lecture
- resource materials

B. Present Concept

- discussion
- small groups
- role play
- handouts/ workbook assignments

C. Broaden Concept

- field trips
- clinical observations
- SkillsUSA regional, state, and national competition

D. Present Skills

- demonstration
- observation
- audiovisual presentation

E. Develop Skills

- return demonstration
- laboratory practice with supervision
- clinical practice with supervision
- at home practice
- Skills USA competition

3. Audiovisuals

Delmar -

~Nursing Assistant Module 3: Personal Care

~Toileting & Feeding Skills

~Module 2: Basic Nursing Skills

~#8 Death & Dying

Medcom- Care Providing Skills

~Personal Care

~The Bed Bath

~Nursing assistant techniques: techniques in toileting & incontinent care

~Advance directives: guidelines for healthcare providers

Medcom Trainex-

~I'm Pretty Old

~Nursing Assistant Techniques: Elimination, Specimen Collection, Urinary Care

~Nursing Assistant Techniques: Abnormal Signs & Symptoms

~Homecare: lifting, turning and moving safely

~Homecare: giving the bed bath

~Measuring vital signs: temp, pulse, respiration, & blood pressure

~Transfer & ambulation

Stay Well-

~Workplace training: standard first aid video

~Infant & Child CPR video

~Learning seed-

~I'm normal you're weird – understanding other cultures

Mosby's-

~Reporting & Recorded Observations

Marshfield Clinic-

~I was ok. Am I still ok?

Medcom Inc-

~Homecare: making the decision

Films for the Humanities & Sciences-

~Bacteria & Viruses

Lincoln Medical Education Foundation-

~Universal precautions for hospital personal

NURSING ASSISTANT UNIT 1 ORGANIZER

Grade/Subject	Nursing Assistant 11-12
Unit Title	Initial Classroom Training
Overview of Unit	This section is an introduction training of the CNA (Certified Nursing Assistant) to identify elements needed for effective communication, to identify how infections spread, how to protect themselves and others from the spread of microorganisms, to ensure proper safe practice that prevents accidents, falls, and harm to self and the resident and necessary action to take if an emergency occurs while demonstrating respect for their rights & legal considerations. The students will learn the role of the nursing assistant, patient rights, legal and ethical consideration, proper communication skills needed to speak to patients and healthcare workers, prevention of falls, infections, injuries, and proper body mechanics.
Pacing/Duration	10 weeks

Background Information for the Teacher

Unit Rationale:

This unit focuses on understanding the importance of proper communication and interpersonal skills needed in the health care facilities while maintaining proper safety and infection control measures as students practice the highest legal and ethical standards of care in their daily function. Good communication is vital in any healthcare facility. As a healthcare worker we have an ethical and legal duty to keep the person's information confidential. Patients rights are protected by federal and state laws. Healthcare facilities must protect and promote these rights and cannot interfere with a resident's rights.

Key Learning/Big Ideas:

Student will be learning the proper skills and knowledge for becoming a nursing assistant, legal and ethical considerations, proper communication skills, apply safety precautions such as oxygen, fire, and body mechanics, and preventing infections.

Pre-Unit Connections: First Unit

Essential Questions

See excerpt: <http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

- How can I keep myself and my peers safe in the clinical setting?
- Why is having a patient Bill of Rights essential to the patient and their care?
- Why are interpersonal communication skills essential in health care setting?
- Why is it critical for health care workers to implement infection control measures in the workplace?
- What is the optimal way to observe and report changes on the patient?
- What are barriers to effective communication?

Applicable Content Standards:

- | | | | | | |
|----------|----------|-------|-----------------------------------|-------|--|
| • | NHSS | • | National Health Science Standards | | |
| 7.22 | 8.11.a-c | 11.11 | 11.22 | 11.34 | |
| 7.31.a-c | 8.12.a-j | 11.12 | 11.23 | 11.35 | |
| 7.41 | 8.21 | 11.13 | 11.24 | 11.36 | |
| 7.42 | 8.22.a-c | 11.14 | 11.25 | | |
| 7.51 | 8.23 | 11.15 | 11.31 | | |
| 7.52 | 10.12 | 11.21 | 11.32 | | |

Medical Careers Education PERFORMANCE STANDARDS & COMPETENCIES

- | | | |
|----------|----------|----------|
| A. 1-5 | G. 27-30 | L. 48-52 |
| D. 13-15 | H. 31-35 | M. 53-56 |
| E. 16-19 | I. 36-39 | N. 57-58 |
| F. 20-26 | J. 40-43 | O. 59-62 |

CCS Literacy Standards

WHST.9-10.2.a-f WHST.11-12.4.6.8 RST.11-12.3.4.5.7 WHST.11-12.2.a-f RST.11-12.1.2.4.8.10 RH.11-12.3.4.5.7.8 RST.11-12.3.7.9 WHST.11-12.8 WHST.11-12.4-10
WHST.11-12.1-5 RST.11-12.1-9 WHST.11-12.1.a-e RST.11-12.1.2.5.6.7.8.9

Academic Vocabulary

1. Nursing team
2. Acute illness
3. Chronic illness
4. Hospice
5. Ombudsman
6. Nursing task
7. Certification

8. Competent
9. Accountable
10. Standard of care
11. Fraud
12. Abuse
13. Negligence
14. Libel
15. Ethics
16. Malpractice
17. False imprisonment
18. Confidentiality
19. Clinical record
20. Communication
21. Electronic medical record
22. Nursing care plan
23. Holism
24. Optimal level of functioning
25. Hazzard
26. Incident
27. Workplace violence
28. Infection
29. Healthcare-associated infection (HAI)
30. Asepsis
31. Contamination
32. Pathogen
33. Restraints
34. Body alignment
35. Body mechanics
36. Person's unit
37. First aid

21st Century Competencies

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration
- Initiative, Self-Direction and Accountability
- Citizenship and Responsibility

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations and throughout the unit

Students will understand that:

- Healthcare customers have the right to make sure they will receive quality patient care.
- Nursing assistant will maintain professional boundaries while maintaining highest legal and ethical standards in their daily routine.
- Communication involves many health care members and is a 2-way process sent orally, written, and non-verbally.
- The nursing process creates an ongoing plan that fosters positive patient outcomes.
- Safety is a basic need and is everyone's responsibility.

Possible Student Misconceptions for this Unit - (If needed)

Students may believe that:

People that are from the same culture all have the same beliefs and values.

- Culture, religion, and ethnic beliefs may not affect their health care.
- Side rails in restraints will always protect the patient in a healthcare facility.
- People who are the same culture, race, and or religion may have the same beliefs and values and the health care giver.

Possible Lessons/Suggested Learning Activities

Input at least three lessons/learning activities that are current and applicable to this unit

In order to learn/understand how to...:

(Identified in previous section titled "Understand")

Students might:

(List learning activities below)

Healthcare customers have the right to receive quality patient care, the student will participate in

- Watch an ethical DVD, with an written activity following vide.
- Review the patient/ resident Bill of Right
http://www.socialsecurity.gov/OP_Home/ssact/title18/1819.htm
- Research the internet about the patient rights and social security administration
- Review case studies

	<ul style="list-style-type: none"> • Safely demonstrate in lab / clinical the correct application of mechanical lifts and gait belts; technique for using ergonomics in the workplace (transfers out of bed to chair / wheelchair) • Demonstrate the correct use of assistive devices used in ambulation (canes walkers).
<p>Communication involves many healthcare workers and various ways of sending and receiving communication students will participate in</p>	<ul style="list-style-type: none"> • Watch a DVD on communication includes cultural considerations • Roleplay, assignment (students will use earplugs, blindfolds, a cane, and gloves and try to maneuver simulating some difficulties the elderly would have • Watch a TV show they have never seen before without sound then watch another show with only the sound. They can get the first hand experience of what it is like it be visually impaired and deaf. on understanding deaf and visually impaired • Use EMR, (electronic medical records)
<p>The goal is to decrease the person’s risk of accidents and injuries without limiting the person’s mobility and independence. Students must successfully demonstrate competence in skills in the lab setting prior to going to the clinical setting. The students will demonstrate competence in the following skills:</p> <p>Hand Washing Principles of Asepsis Applying and Removing Isolation Equipment</p> <ul style="list-style-type: none"> - gloves - gown - mask <p>Alcohol-based hand rub Cleans Utility Rooms, Treatment Rooms Cleans Patient Room Clean Unit Equipment (IV pole, stretcher, wheelchair, scales) Walkers etc. Cleans Carts and Commodes RACE/PASS Heimlich Maneuver Assist Person with Stroke</p>	<ul style="list-style-type: none"> • Classroom discussion • Observe and take notes on observation • Guided practice on each other during lab practice • Practice at clinical setting • Competency skills in the lab setting

Assist Person with Heart Attack Assist Person With Seizure CPR (Cardiopulmonary Resuscitation) Assisting with Shock Fowler's/Semi position Supine position/ Prone position Lateral position/ Sims' position Chair position/ Flat Trendelenburg / Reverse Trendelenburg Use of Call Bell System Hospital Communication System	
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Interdisciplinary Connections	
Subject:	Summary of the Connection:
Public speaking	Communication is key and providing great patient care and improving patient satisfaction. Healthcare Providers need to speak effectively to other healthcare workers and their patients and ways to ensure understanding.
History	The understanding of Hospital infections and the changes made through discovery by Pastor, Koch, and Lister help decrease nosocomial infections.
Psychology/Sociology	Communication to patients of various cultures, religion, and age may affect the care. Understanding how communication may affect different types of people from different cultures is essential for proper healthcare.
Science	The understanding of the human body and its function is a key component in the medical field. Patient outcome is determined by the healthcare workers understanding of the human body and detecting, understanding and responding to signs and symptoms that our patients experience is vital to a successful hospitalization.

Anchor Texts & Suggested Texts		
Text Title	Author	Brief Synopsis
<i>Being A Nursing Assistant</i>	Sorrentino & Remmert	Prepares students to function as a CNA in a hospital, nursing home, and home care settings, Is also a resource when preparing for the state competency exam and post-secondary education.
Text Title	Author	Brief Synopsis
<i>Being A Nursing Assistant--Workbook</i>	Sorrentino & Remmert	Prepares students to function as a CNA in a hospital, nursing home, and home care settings, Is also a resource when preparing for the state competency exam and post-secondary education.
Text Title	Author	Brief Synopsis
Various Electronic Records		Electronic medical records; https://my.ehrtutor.com/
Department of Education	Department of Education	http://portal.ct.gov/-/media/SDE/CTE/Med/guidelines_nurseaide.pdf
Department of Public Health	Department of Public Health	http://www.portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Nurseaide/Nurse-Aide-Registration
American Red Cross	American Red Cross	https://www.redcross.org

Additional Resources & Supplemental Texts
<ul style="list-style-type: none"> ● American Red Cross ● Periodical, Nursing, monthly publication, Wolters Kluwer Health, Inc. www.Nursing2018.com ● http://www.socialsecurity.gov/OP_Home/ssact/title18/1819.htm ● Delmar - DVD/VHS <p>~Nursing Assistant Module 3: Personal Care ~Toileting & Feeding Skills ~Module 2: Basic Nursing Skills ~#8 Death & Dying</p>

- Medcom- Care Providing Skills DVD/VHS
- ~Personal Care
- ~The Bed Bath
- ~Nursing assistant techniques: techniques in toileting & incontinent care
- ~Advance directives: guidelines for healthcare providers
- Medcom Trainex- DVD/VHS
- ~I'm Pretty Old
- ~Nursing Assistant Techniques: Elimination, Specimen Collection, Urinary Care
- ~Nursing Assistant Techniques: Abnormal Signs & Symptoms
- ~Homecare: lifting, turning and moving safely
- ~Homecare: giving the bed bath
- ~Measuring vital signs: temp, pulse, respiration, & blood pressure
- ~Transfer & ambulation
- Stay Well- DVD
- ~Workplace training: standard first aid video
- ~Infant & Child CPR video
- Learning seed- DVD/VHS
- ~I'm normal you're weird – understanding other cultures
- Mosby's-DVD/VHS
- ~Reporting & Recorded Observations
- Marshfield Clinic-DVD/VHS
- ~I was ok. Am I still ok?
- Medcom Inc-DVD/VHS
- ~Homecare: making the decision
- Films for the Humanities & Sciences-
- ~Bacteria & Viruses
- Lincoln Medical Education Foundation-
- ~Universal precautions for hospital personal

Unit Assessment(s):

List and describe the ways in which you assess student understanding throughout the Unit:

- Chapter pre-assessments, used in the beginning of each chapter to gauge the students baseline on the topic.
- Quizzes/end of unit assessment used to evaluate students understanding at the end of the unit
- Evaluation of students' clinical rotation by professional in the clinical care setting
- Evaluation of the student success during lab and clinical phase of training by using the clinical skills check off list.
- Practical examinations to test the students' knowledge and ability to perform certain tasks and procedures using performance evaluation sheets.

Revision History

Revision Date	Explanation of the change(s) made to the document

**Performance Task: Each Unit Must Contain a Performance Task Assessment,
Please refer to Jay McTighe’s “Designing Authentic Performance Tasks” Resource to Guide your
Performance Task Development. Key Design Questions Summarized Below:**

Constructing the PT Scenario Using G.R.A.S.P.S.

Use the following prompts to design the PT:

Your task is to ensure the resident receives the right care and treatment, is protected from fall, burns, poisons, infections and is protected from harm. You are a nursing assistant in a nursing home.

Your client is a resident in a nursing home. You need to develop a safe and secure environment so that the resident has little or no risk of illness or injury. (you are in the lab setting working with another nursing assistant student who will act as the “resident”)

Your evaluation and report will meet the following standards:

- Correctly identify the resident
- Clear and thorough explanation for why you ID the person prior to providing care.
- Clear and thorough explanation for why you have all environment safety precautions.

(student must adhere to safety precautions (washing hands and wearing gloves, introducing self and correctly ID resident, bed in lowest position, call bell in reach), must also ensure environment is not cluttered, is patient is positioned correctly in bed)

Handwashing		
1. Wash hands	S	U
2. Turns water on at sink		
3. Wets hands & wrists completely		
4. Applies soap to hands		
5. Lathers all surfaces of hands and fingers, including above wrists, uses friction for at least 20 seconds		
6. Rinses all surfaces of hands & wrists without contaminating hands & leaves no soap		
7. Uses clean dry paper towel to dry all surfaces of hands & wrists & fingers without contaminating hands		
8. Uses clean dry paper towel to turn off faucet, without contaminating hands		
9. Disposes used paper towels in trash immediately after shutting of faucet		

Correctly ID Person	S	U
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person’s room		
3. Identified the person. (Checked persons wristband) ID person using 2 identifiers. Called the person by name. refrain from addressing resident using terms, such as “honey” (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. Gather material--		
7. Provided for privacy before providing care.		
Post Procedure		
8. Provide comfort (make sure linen is clean and dry)		
9. Check to see if linen is straightened out and straighten as needed		
10. Position person for comfort and proper body alignment		
11. Ensure overbed table and other necessary items are within reach		
12. Ask if there is anything else you can do for them		
13. Floors are free from spills & clutter		
14. Harmful substances and other personal equipment are properly stored		
15. Unscreens person		
16. Leave call light in reach of resident before leaving		
17. Leave bed in low position before leaving		
18. Bed is locked		
19. Side rails up before leaving		
20. Reports & records observations		
21. Washes hands as final step		
22. Ask resident about comfort or needs during care or before care completed? (IC)		

Nursing Assistant Skills Checklist** NAME: _____ YEAR: _____

I: Safety	Class	Lab	Clinical
Use of Call Bell System			
Hospital Communication System			
Application of Restraint/wrist\vest			
Applying Oxygen Mask			
Applying Oxygen Nasal Cannula			
Oxygen Safety			
Pulse Ox			
Cough & Deep Breathing Exercises/IS			

II: Body Mechanics			
Moving and Lifting (moving up in bed)			
Use of Gait Belt			
Moving the Person Up in Bed With an Assist Device			
Log rolling			
Moving to side of bed			

Sitting on the Side of the Bed (Dangling)			
Turning and Repositioning the Person			
Transfer person using stand assist device			
Transferring the Person to and From the Toilet			
Transfer Patient (bed to wheelchair)			
Transfer Patient (chair to bed)			
Moving the Person to a Stretcher			
Use of mechanical lift			
Use of Wheelchair			
Use of Stretcher			
Transfer person using slide sheet/lateral board			
Fowler's/Semi position			
Supine position/ Prone position			
Lateral position/ Sims' position			
Chair position/ Flat			
Trendelenburg / Reverse Trendelenburg			
Dorsal recumbent/Lithotomy/Knee chest			
Helping walk with cane/ walker			

III: Personal Care			
Fingernail Care			
Foot Care			
Dressing- undressing\ affected arm			
Shaving			
Change Gown With IV			
Change Gown			
Mouth Care – Oral conscious			
Mouth Care – Oral unconscious			
Mouth Care – Dentures			
Back Care			
Perineal (male)			
Perineal (female)			
Bathing – Complete Bed Bath			
Bathing – Shower			
Use of Commode			
Use of Bedpan			

Use of Urinal			
Use of fracture pan			
Applying Incontinence Products			
inc. pad/ chucks pad			
IV: Special Procedures	Class	Lab	Clinical
counts & recording a temperature with electronic thermometer glass\ tympanic			
counts & recording a radial pulse			
counts & recording an apical pulse			
counts & recording an apical pulse deficit			
counts & recording respirations			
taking & recording blood pressure aneroid/mercury AND electric			
NIBP			
Sitz bath			
Ice bag, Ice collar, Cold compress/pack			
Hot pack, hot compress/ Soak			

K pad			
Assisting with Post Mortem Care (PMC)			
PROM Knee ankle shoulder lower extremity			
PROM upper extremity			
Applying Name Band (wristband)			
Bed Making (unoccupied)			
Bed Making (occupied)			

V: Cleaning Activities			
Cleans Utility Rooms, Treatment Rooms			
Cleans Patient Room			
Clean Unit Equipment (IV pole, stretcher, wheelchair, scales)			
Walkers etc.			
Cleans Carts and Commodes			

VI: Infection Control			
Hand Washing			
Principles of Asepsis			
Applying and Removing Isolation Equipment			
- gloves			
- gown			
- mask			
Alcohol-based hand rub			

VII: Emergency Care			
RACE/PASS			
Heimlich Maneuver			
Assist Person with Stroke			
Assist Person with Heart Attack			
Assist Person With Seizure			
CPR (Cardiopulmonary Resuscitation)			
Assisting with Shock			

VIII: Urinary System Care	Class	Lab	Clinical
Empty Urine drainage bag			
Foley Catheter Care (male)			
Foley Catheter Care (female)			
Applying a condom catheter			
Urinary Leg Bag (change to drainage bag)			

IX: Nutrition			
Feeding the Patient			
Serving Meal Trays			
Measuring & recording Intake			
Providing Drinking Water			
Measuring & recording Output (bed pan& urinal)			
Feeding Tube Care/precautions			

X: Care of Surgical Patient			
Surgical checklist			
Skin Prep (razor/shave)			
Elastic stockings (antiembolism)			
PAS (Sequential Compression Device)			
Elastic bandage (ace wrap)			
Apply non sterile dressing			
Application of Binders			
Use of Abduction Pillow			
Assist with physical exam			

XI: Admission-Transfer-Discharge Procedures			
Admitting person/Set Up Room			
Transfer to new room/Discharge			
Weights			
Height			

XII: Specimen Collection/Testing			
Obtaining Sputum Specimen			
Random Specimen (UA)			
Midstream specimen			
Urine (UA & C&S) via indwelling catheter			
24 Hour Urine Collection			
Urine strips (Reagent Strips)			
Straining Urine			
Collecting Stool Specimen			
Stool specimen occult blood			

XIII: Gastrointestinal System Care/Ostomy Care	Lab	Clinical	
Cleansing Enema			
Small volume enema			
Oil Retention			

Ostomy Care			
Ostomy changing appliance			

DO NOT LOSE THIS !!

YOU COMPLETE CLASS AND LAB-

UPDATE LAB SKILLS ONCE COMPETENT.

TEACHER COMPLETES CLINICAL!!!

HAND IN FOR A CLINICAL GRADE END OF MP

BE RESPONSIBLE!

**MUST TURN IN AT END OF YEAR AS PART OF
YOUR RECORDS!!!**

09*10*11*12*14*15*17 nursing skills check list 2017

NURSING ASSISTANT UNIT 2 ORGANIZER

Grade/Subject	Nursing Assistant 11-12
Unit Title	Basic Nursing Skills
Overview of Unit	In this unit, students will learn to identify normal ranges of vital signs, height and weight and correctly demonstrate procedures. Also, recognize abnormal changes in body function and correctly report it to the supervisor. Students will also be aware of patients attitudes/ views toward death while respecting their rights and comfort in the clinical setting. Students will learn emergency care procedures, the body structures and functions, vital signs, and end of life care.
Pacing/Duration	3 Weeks

Background Information for the Teacher

Unit Rationale:

Students will learn proper technique in obtaining vital signs will help health care providers collect information vital to the health of the patient. Vital signs are usually the first indication something abnormal is going on with the patient, and for that reason understanding what is normal and abnormal is important. Measuring vital signs is vital to the patient's physiological health. Vital signs are done upon admission, before, during, and after procedures this help the health care worker decide what treatment protocols to follow. When dealing with death and dying legal, ethical, and spiritual considerations must be considered. If these are against the caregivers personal, religious, and cultural values, discuss the matter with the nurse.

Key Learning/Big Ideas:

Students will learn and understand the body growth and development, body's structures and function, stages of death and dying and to recognize sign and symptoms of approaching death. Students will also demonstrate correct procedures for obtaining and recording vital signs. Students will list the normal ranges for vital signs and recognize and report anything unusual.

Pre-Unit Connections:

In previous unit, students learned the importance of legal, ethical standards of care, proper infection and emergency care, and effective communication and interpersonal skills needed for proper patient care. In this section the students will apply these skills to basic nursing skills in the lab and clinical settings.

Essential Questions

See excerpt: <http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

- How can proficiency in obtaining vital signs impact the health of the patient?
- What are the important factors regarding each of the vital signs we must be aware of?

Applicable Content Standards:

● NHSS National Health Science Standards	Medical Careers Education PERFORMANCE STANDARDS & COMPETENCIES
1.11.a-f 2.22.a-b 7.21 11.14 1.12.a-d 2.31. 7.22 11.21 1.13.a-l 5.21 7.31.a- c 11.31 2.11 6.13 7.41 2.16 6.22 7.42	A. 1-5 G. 27-30 L. 48-52 B. 7-9 D. 13-15 H. 31-35 M. 53-56 I. 36-39 N. 57-58 K. 44-47 F. 20-26 J. 40-43 O. 59-62

CCS Literacy Standards

WHST.9-10.2.a-f	WHST.11-12.4.6.8	RST.11-12.1-5.7-9	RST.11-12.1-9
RST.11-12.3.4.5.7	WHST.11-12.4.9	RST.11-12.1-4.7-9	RH.11-12.2.3.4
RST.11-12.1.2.4.8.10	RH.11-12.3.4.5.7.8	L.11-12.3.6	RST.11-12.3.4.5.7.8
RST.11-12.3.7.9	WHST.11-12.8	RST.11-12.1.2.5.6.7.8.9	
WHST.11-12.4-10	WHST.11-12.1-5	WHST.11-12.1.a-e	WHST.11-12.2.a-e

Academic Vocabulary

Immunity	Palliative care	Vital signs	Cancer
Systems	Terminal illness	Drawsheet	End of life care
Gerontology	Post mortem care	Tumor	

21st Century Competencies

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration
- Initiative, Self-Direction and Accountability
- Citizenship and Responsibility

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations and throughout the unit

Students will understand that:

- Vital signs reflect the function of body systems essential for life, temperature, breathing, and heart function.
- Patient culture, religion, and age may affect their attitude about death and hospitalization which may vary from our own, we should not judge the person by our standards as we need to respect them as a whole.
- Promoting comfort and safety is critical and done by allowing patients/residents to make personal choice when possible, ask about preference, protecting personal items from loss or damage, and by providing a neat and orderly setting.

Possible Student Misconceptions for this Unit - (If needed)

Students may believe that:

- Normal temperature is the same regardless of method and type of thermometer.
- Automated vital signs are faster and more accurate.
- Death and dying do not cause staff discomfort.
- The dying person must continue to have a source of nutrition and fluids up to the time of death so they won't starve to death or die of dehydration.

Possible Lessons/Suggested Learning Activities Input at least three lessons/learning activities that are current and applicable to this unit	
In order to learn/understand how to...: (Identified in previous section titled "Understand")	Students might: (List learning activities below)
Vital Signs reflects the function of the body system essential for life the student will correctly participate in	<ul style="list-style-type: none"> ● correctly demonstrate in lab / clinical the proper technique for obtaining recording vitals signs and converting pounds to kilograms, inches into feet and inches ● watch DVD on vital signs, watching the DVD enhances the students understanding of vital signs and demonstrates proper method of obtaining vital signs..
Patient culture religion in age affects the attitude about death and hospitalization, the student will participate in	<ul style="list-style-type: none"> ● Watch a DVD on death and dying, watching the DVD enhances the students understanding of Death & Dying and demonstrates proper post mortem care. ● demonstrate the proper procedure for post mortem care while maintaining patient dignity and rights that will not affect their culture or religious beliefs ● correctly answering a scenario on Death & Dying----- A person is exhibiting signs of physical failure. The family and the person may not understand the dying process. The person states, "Let me live to see my grandson graduate." What stage does this statement represent? What does this statement represent to the family?
The goal is to decrease the person's risk of accidents and injuries without limiting the person's mobility and independence. Students must successfully demonstrate competence in skills in the lab setting prior to going to the clinical setting. The students will demonstrate competence in the following skills: Bed Making (unoccupied)	<ul style="list-style-type: none"> • Classroom discussion • Observe and take notes on observation • Guided practice on each other during lab practice • Practice at clinical setting • Competency skills in the lab setting

<p>Bed Making (occupied) counts & recording a temperature with electronic thermometer glass\ tympanic counts & recording a radial pulse counts & recording an apical pulse counts & recording an apical pulse deficit counts & recording respirations taking & recording blood pressure aneroid/mercury AND electric NIBP Admitting person/Set Up Room Transfer to new room/Discharge Weights Height Assisting with Post Mortem Care (PMC)</p>	
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Interdisciplinary Connections	
Subject:	Summary of the Connection:
Public Speaking	The ability to speak well in public is vital skill in life. Some medical professionals need to address the media, public, or other Healthcare professionals. It is also a form of teaching.
History	Focus of the medical profession shifted from providing Comfort to curing underlying diseases with the average lifespan going from 50 years old to 75.5 years old.
Psychology/Sociology	Elisabeth Kubler-Ross stages of death and dying explain how a person passes through certain stages of death, dying and grief and to move forward to acceptance.
Math	The ability to accurately convert and calculate medical math is essential for patient medications, care, and overall well being.
Science	The understanding of the human body and its function is a key component in the medical field. Patient outcome is determined by the healthcare workers understanding of the human body and detecting, understanding and responding

	to signs and symptoms that our patients experience is vital to a successful hospitalization.
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• Anchor Texts & Suggested Texts

Text Title	Author	Brief Synopsis
<i>Being A Nursing Assistant</i>	Sorrentino & Remmert	Prepares students to function as a CNA in a hospital, nursing home, and home care settings, Is also a resource when preparing for the state competency exam and post-secondary education.
Text Title	Author	Brief Synopsis
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Text Title	Author	Brief Synopsis
Various Electronic Records		Electronic medical records https://my.ehrtutor.com/
Department of Public Health	Department of Public Health	http://www.portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Nurseaide/Nurse-Aide-Registration
Department of Education	Department of Education	http://portal.ct.gov/-/media/SDE/CTE/Med/guidelines_nurseaide.pdf
American Red Cross	American Red Cross	https://www.redcross.org

Additional Resources & Supplemental Texts

American Red Cross

- Periodical, Nursing, monthly publication, Wolters Kluwer Health, Inc. www.Nursing2018.com
- http://www.socialsecurity.gov/OP_Home/ssact/title18/1819.htm
- Delmar - DVD/VHS
 - ~Nursing Assistant Module 3: Personal Care
 - ~Toileting & Feeding Skills
 - ~Module 2: Basic Nursing Skills
 - ~#8 Death & Dying
- Medcom- Care Providing Skills DVD/VHS
 - ~Personal Care
 - ~The Bed Bath
 - ~Nursing assistant techniques: techniques in toileting & incontinent care
 - ~Advance directives: guidelines for healthcare providers
- Medcom Trainex- DVD/VHS
 - ~I'm Pretty Old
 - ~Nursing Assistant Techniques: Elimination, Specimen Collection, Urinary Care
 - ~Nursing Assistant Techniques: Abnormal Signs & Symptoms
 - ~Homecare: lifting, turning and moving safely
 - ~Homecare: giving the bed bath
 - ~Measuring vital signs: temp, pulse, respiration, & blood pressure
 - ~Transfer & ambulation
- Stay Well- DVD
 - ~Workplace training: standard first aid video
 - ~Infant & Child CPR video
- Learning seed- DVD/VHS
 - ~I'm normal you're weird – understanding other cultures
- Mosby's-DVD/VHS
 - ~Reporting & Recorded Observations
- Marshfield Clinic-DVD/VHS
 - ~I was ok. Am I still ok?
- Medcom Inc-DVD/VHS
 - ~Homecare: making the decision
- Films for the Humanities & Sciences-
 - ~Bacteria & Viruses
- Lincoln Medical Education Foundation-
 - ~Universal precautions for hospital personal

Unit Assessment(s):

List and describe the ways in which you assess student understanding throughout the Unit:

- Chapter pre-assessments, used in the beginning of each chapter to gauge the students baseline on the topic.
- Quizzes/ end of chapter assessment used to evaluate students understanding at the end of the chapter.
- Evaluation of students' clinical rotation by professional in the clinical care setting by use of clinical rubric.
- Evaluation of the student success during lab and clinical phase of training by using the clinical skills check off list and rubric.
 - *Range of motion
 - *Heat & Cold Applications
 - *Specimen collection
 - *Pulse Oximetry
 - *Preparing for Physical Exam
 - *admission room set up
 - *blood pressure
 - *pulse ox
- Practical examinations to test the students' knowledge and ability to perform certain tasks and procedures using performance evaluation rubrics.
 - Based on the rubric standards research disease paper presented orally to class.
 - Based on rubric standards create a poster on a designated chapter and present to class, and peer evaluations.

Revision History

Revision Date	Explanation of the change(s) made to the document

Performance Task: Each Unit Must Contain a Performance Task Assessment,

Please refer to Jay McTighe’s “Designing Authentic Performance Tasks” Resource to Guide your Performance Task Development. Key Design Questions Summarized Below:

**Constructing the PT Scenario Using G.R.A.S.P.S.
Use the following prompts to design the PT:**

Your task is to admit a 72 year old female, with Congestive Heart Failure, to the medical floor hospital. Your role as the nursing assistant on the floor is to admit the resident to the floor, correctly obtain vital signs, height and weight, and orientate to room surroundings.

(you are in the lab setting working with another nursing assistant student who will act as the “patient”)

The challenge involves dealing with a patient who becomes short of breath with exertion and their activity is out of bed to chair with assist of 1.

Your product will meet the following standards: Correctly ID the patient, set up a safe room for an admission, obtain and record the residents vital signs (pulse, respiration), height and weight.

Is the task incorporating the 21st century competencies?

Critical Thinking and Problem solving; Make Judgments and Decisions, Solve Problems (Since person is short of breath, the student should know to bring the scale into the room and not have the person walk to the room where the scale is kept.)

Communication & Collaboration: Communicate Clearly

Initiative & Self-Direction : Manage Goals and Time, Work Independently

Social and Cross-Cultural Skills: Interact Effectively with Others, Work Effectively in Diverse Teams

Productivity & Accountability: Produce Results

Leadership & Responsibility: Be Responsible to Others

How will the task involved “higher order thinking?”, as defined by Webb’s Depth of Knowledge.

Level 2 – Working with Skills & Concepts

Demonstrates use of knowledge

Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)

Level 4 – Extended Strategic Thinking

Tasks that require a number of cognitive and physical skills in order to complete

Tasks that require perspective taking and collaboration with a group of individuals (must collaborate with resident, other CNA, nurse, and at times doctor, dietitian, physical therapist.)

Nursing Assistant: Curriculum Introduction

This course is designed to prepare individuals for entry level positions in the healthcare field. The focus on this course is on the learning of basic principles and procedures required to become a nursing assistant. Nursing assistants function under the direction of a Licensed Practical Nurse or Registered Nurse. Instruction includes both theory and clinical components. This course meets the Connecticut State Department of Education and Department of Public Health guidelines for nursing assistant.

. Admission Requirements

NA Clinical Rotation upon successful completion of the classroom instruction. Students will attend clinical at chronic and acute care facilities. Students will gain hands on experience working with patients during their clinical routine.

In order to attend clinical students must:

- have a 70 average in both class and clinical
- Show results with a negative PPD
- Show proof of Flu shot
- Show results of having Hepatitis B immunization
- Wear white pants, white leather sneakers with backs, scrub top (top provided by school)
- Wear name tag, watch with second hand, black pen and pad with paper
- Hair pulled back (no fad colors), NO jewelry (except studs.)(see dress code policy for more details)

- Minimum age: 16 years. (11 or 12 grade)
- Students must meet vaccination and program specified health requirements in compliance with the Centers for Disease Control guidelines (vaccination list is provided at time of registration.)
- Ability to lift a minimum of 50 pounds and to reach overhead.
- Ability to stand or walk for long periods.
- Able to read, write, and converse in English.

According to the Department of Public Health:

- The State of Connecticut requires that a NA training program be at least 100 hours and coordinated by a Registered Nurse.
- Program includes theory components defined by State and Federal regulations as well as clinical area training on the 25 competency skills – which they are evaluated on 5 skills.
- Certification period is for 24 months and must recertify every 2 years by providing verification they have worked at least one 8 hour shift during that 24 months. If certification expires and remains expired for longer than 2 years and has not worked in 24 months the person must retest to remain active on the registry.

Student Conduct Policy

A student who receives an unsafe patient care evaluation will be terminated and will not receive a certificate, or be eligible to re-enroll. Activities that will result in an unsafe rating and immediate dismissal include: stealing in the classroom or clinical; abusive language to an instructor, resident, classmate; inappropriate behavior with a resident; violent or aggressive

behavior toward faculty, students, or residents; inaccurate or false reporting of care provided for or condition of a resident; and/or alcohol or drug use while attending class or clinical. All terminations will be reviewed by instructor and administration. Student may receive written warning for other violations, and dismissal from program after three (3) safety violations, any actions resulting in negligence or harm to a patient/resident will result in immediate dismissal from the program. (see class, clinical, discipline, dress code, homework, lab and daily clinical policies)

Handwashing		
1. Wash hands	S	U
2. Turns water on at sink		
3. Wets hands & wrists completely		
4. Applies soap to hands		
5. Lathers all surfaces of hands and fingers, including above wrists, uses friction for at least 20 seconds		
6. Rinses all surfaces of hands & wrists without contaminating hands & leaves no soap		
7. Uses clean dry paper towel to dry all surfaces of hands & wrists & fingers without contaminating hands		
8. Uses clean dry paper towel to turn off faucet, without contaminating hands		
9. Disposes used paper towels in trash immediately after shutting of faucet		

Height & Weight	S	U
Pre- procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person's room		
3. Identified the person. (Checked persons wrist band) Called the person by name. refrain from addressing resident using terms, such as "honey" (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. Gather material-- bath blanket		
7. Provided for privacy before providing care.		

Procedure		
8.Moves weights to zero (0), Raises height rod		
9. Assist person onto scale, in center, arms at side, not holding onto anything		
10.Moves upper & lower weights until the balance pointer is in middle		
11.Notes weight		
12. Ensures person is upright		
13. Lowers height rod, rest on head		
14. Reads height at movable part in inches (to nearest 1/4)		
15. Raises height rod and assist person off scale		
16. Lowers height rod (safety)		
Post Procedure		
17. Assists person back to chair/ bed		
18.Leave call light in resident’s hand (stronger side) before leaving		
19. Leave bed in low position before leaving		
20. Bed is locked		
21. Side rails up before leaving		
22. Washes hands as final step		
23. Ask resident about comfort or needs during care or before care completed? (IC)		
24. Reports & records measurements		

<i>Orientate to Room</i>	S	U
Pre- procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person’s room		
3. Identified the person. (Checked persons wrist band) Called the person by name. refrain from addressing resident using terms,such as “honey” (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		

6. gather material-- bath blanket		
7. Provided for privacy before providing care.		
Procedure		
8. ID person using 2 identifiers		
9. Greet person by name		
10. Introduce self by name & title		
11. Assist them to change into gown, if not already in one.		
12. Assist nurse with assessment		
13. orient the person and family to area		
14. name of staff caring for person		
15. explain how to use call light		
16. explain how to use phone		
17. show/explain how to use bed controls		
18. explain visiting hours		
19. show where bathroom is and explain if person can get up to use it		
20. explain what time meals are served		
21. fill water pitcher (if allowed)		
22. Complete a clothing/belonging list		
23. Help put personal belongings away		
Post Procedure		
24. Un-screens person		
25. Leave call light in reach before leaving		
26. Leave bed in low position before leaving		
27. Bed is locked		
28. Side rails up before leaving		
29. Washes hands as final step		
30. Ask resident about comfort or needs during care or before care completed? (IC)		
Pulse & Respiration	S	U

Pre- procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person’s room		
3. Identified the person. (Checked persons wrist band) Called the person by name. refrain from addressing resident using terms, such as “honey” (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. gather material-- bath blanket		
7. Provided for privacy before providing care.		
Procedure		
8. person is comfortably seated/lying down		
9. locate radial pulse on thumb side of person wrist with first 2-3 fingers		
10. counts pulse for 1 FULL minute		
11. Correctly records persons name, pulse rate, rhythm, and strength		
12. Does not tell person you are counting respirations		
13. Counts respirations (1 inspiration and 1 exhalation) for 1 FULL minute		
14. Correctly records persons name, respiratory rate, rhythm, depth, and if has any pain		
Post Procedure		
15. Un-screens person		
16. leave call light in reach of resident before leaving		
17. leave bed in low position before leaving		
18. Bed is locked		
19. Side rails up before leaving		
20. Reports & records observations		
21. washes hands as final step		
22. Ask resident about comfort or needs during care or before care completed? (IC)		

NURSING ASSISTANT UNIT 3 ORGANIZER

Grade/Subject	Nursing Assistant 11-12
Unit Title	Personal Care
Overview of Unit	This unit focuses on personal hygiene, personal grooming, urinary and bowel elimination, nutrition and nutritional support which are essential for the patient to improve specific health conditions, growth, and tissue repair.
Pacing/Duration	10 Weeks

Background Information for the Teacher

Unit Rationale: Students will learn to maintain comfort, safety, and dignity to our patients during personal care. To keep in mind the patient/ resident Bill of Rights during personal care.

Accuracy in reporting and recording patient care is vital to the health and safety of our patients. A patient's chart is a legal document and what is charted and what is not charted is critical to the patient's outcome, which the healthcare provider is libel for. Proper grooming, personal care and nutrition are a vital part of a patient's recovery; for growth and tissue repair and to maintain health.

Key Learning/Big Ideas: They will be able to identify comfort and safety measures for moving and transferring the person and additional information needed before moving them. Understand how to prevent work-related injuries when moving persons, be able to identify the observations to report and record while providing personal care, and how to assist with special fluid orders, how to assist with food and fluid needs, how to assist with calorie counts, how to safely provide drinking water serving and feeding the resident while maintaining proper nutrition . Describe the functions and sources of nutrients, the factors that affect eating and nutrition, the OBRA requirements for serving food, special diets and between-meal nourishments, fluid requirements and the causes of dehydration. They will be able to explain why personal hygiene, grooming are important, understand the purposes of intake and output records and will identify what is counted as fluid intake. Describe the causes, risk factors, and prevention for pressure ulcers.

Pre-Unit Connections: In the previous unit, the students learned how to correctly identify a patient, admit and discharge them from a facility, obtain and record vital signs, and stages of death and dying. Once a resident is admitted to a facility, they will need good grooming, personal care, and proper nutrition to aid in their recovery process.

Essential Questions

See excerpt: <http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

- What factors do we need take into consideration when planning a schedule of personal care for the patients?
- What are some of the key skills that should be mastered when providing care to the patients?
- Why is it necessary to be accurate in reporting and recording of skills provided?
- How can our observations improve the quality of care to the patients?
- Why are all patients on a diet?
- All patients in a healthcare setting have the same nutritional needs?
- What are some common reasons why some patients need their intake of food and beverages, recorded?

Applicable Content Standards:

NHSS National Health Science Standards

1.12 2.21 2.22.a 2.11 2.16 2.31 5.21 6.13 6.22 7.21 7.22
7.31.a-c 7.41 7.42 9.11 11.14 11.21 11.31

Medical Careers Education PERFORMANCE STANDARDS & COMPETENCIES

A. 1,2,4,6 B. 8,9 F. 20,24 G. 29,30 H. 32,35
I. 36,38,39 J. 42,43 L. 49,50,52 M. 53-56
N. 57-58 O. 59-62

CCS Literacy Standards

RST.9-10.3.4.5.7.8.9 RST.11-12.1.2.3.4.5.6.7.8.9 RH.11-12.1-9 RST.11-12.34.5.7.8
WHST.9-10.a-f WHST.11-12.2.a-e RH.11-12.2.3.4.5.7
RST.11-12.23.5.7.8.9 RH.11-12.1-4.6.7 RST.6-81-5.7-9
WHST.11-12.4.6.9 RST.11-12.1.2.3.4.7.8 RH.11-12.2.3.4

Academic Vocabulary

1. Shearing
2. Bed mobility
3. Friction
4. Logrolling
5. Functional status
6. Transfer
7. Perineal care
8. AM/PM care
9. Oral hygiene
10. Infestation
11. Pediculosis
12. Alopecia

- | | |
|--------------------------|------------------------------|
| 13. Anticoagulant | 14. Urinary incontinence |
| 15. Micturition | 16. Functional incontinence |
| 17. Urination | 18. Voiding |
| 19. Indwelling catheter | 20. Catheter |
| 21. Ostomy | 22. Enema |
| 23. Colostomy | 24. Fecal incontinence |
| 25. Stoma | 26. Feces |
| 27. Ileostomy | 28. Intake |
| 29. Output | 30. Nutrition |
| 31. Enteral nutrition | 32. Gastrostomy tube |
| 33. Parenteral nutrition | 34. Intravenous therapy |
| 35. Skin tear | 36. Incision |
| 37. Ulcer | 38. Wound |
| 39. Shear | 40. Intact skin |
| 41. Bony prominence | 42. Skin Breakdown |
| 43. Pressure point | 44. Serosanguineous drainage |
| 45. Friction | |

21st Century Competencies

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration
- Creativity and Innovation
- Initiative, Self-Direction and Accountability
- Citizenship and Responsibility

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations and throughout the unit

Students will understand that:

- Foods and fluids are needed for life, yet there are factors that affect patients diet such as personal taste, allergies, culture, religion, and appetite. Knowing these factors can help you identify why they are not eating and take steps to correcting it.
- Therapeutic diets are made to improve or regain the patients' health conditions, understanding therapeutic diets (mechanical soft, puree, sodium restricted, liquid diet) . Understanding the different therapeutic diets and the reason why the patient is on one will help decrease the chances of a mix-up with a meal tray.

- Personal care can affect a person’s physical and emotional health, you help the person feel confident and good-looking, someone who feels self-assured and good-looking is more likely to join in with others, and feel better about themselves in general.
- Because a patient needs assistance in personal care and grooming it does not mean they have given up on themselves or the desire to make their own decisions regarding hygiene or grooming.

Possible Student Misconceptions for this Unit - (If needed)

Students may believe that:

- When you are in a nursing home you no longer have any rights (right to choose the time you eat, right you choose to get up and get dressed, the right to choose to go to bed, the right to choose to your outfit for the day).
- The patient likes when they are helped with their personal care (bathe and use the bathroom)
- That all elderly residents in a nursing home need assistance in their hygiene and grooming care
- That all residents in the nursing home must get up and go to bed when they are told by the nurse aide

Possible Lessons/Suggested Learning Activities

Input at least three lessons/learning activities that are current and applicable to this unit

In order to learn/understand how to...:
(Identified in previous section titled “Understand”)

Students might:
(List learning activities below)

In order to understand what food and fluids are needed for life and that therapeutic diets are made to improve particular health condition student, you will learn and understand how to read nutritional labels, understand special diets and what they are used for and foods allowed or restricted on them.

- Demonstrate competency in Labs /clinical proper feeding and serving techniques, use of feeding tubes and intravenous fluids and its precautions.

If a patient needs assistance in personal care and grooming, it does not mean they have given up on themselves or the desire to make their own decisions regarding hygiene or grooming.

- Classroom discussion on ethical and patient/resident rights (right to privacy, (draping person closing privacy curtain) HIPAA, right to personal choice (ask which outfit to wear, which activities to participate in), right to be free from abuse and neglect (use of right tone of voice, good eye contact use of proper name, do not yell or scold person))
- Observe and take notes on observation

	<ul style="list-style-type: none"> • Guided practice on each other during lab practice • Practice at clinical setting • Competency skills in the lab setting
<p>The goal is to decrease the person’s risk of accidents and injuries without limiting the person’s mobility and independence. Students must successfully demonstrate competence in skills in the lab setting prior to going to the clinical setting. The students will demonstrate competence in the following skills:</p> <p>Moving and Lifting (moving up in bed) Use of Gait Belt Moving the Person Up in Bed With an Assist Device Log rolling Moving to side of bed Sitting on the Side of the Bed (Dangling) Turning & repositioning Person Transfer person using stand assist device Transferring the Person to and From the Toilet Transfer Patient (bed to wheelchair)(chair to bed) Wheelchair/Stretcher/mechanical lift Transfer person using slide sheet/lateral board Fingernail Care/Foot Care Dressing-undressing\affected arm Shaving Change Gown With IV & without IV Mouth Care – Oral conscious/unconscious/Dentures Back Care Perineal (male)(female) Bathing – Complete Bed Bath/Shower Use of Bedpan/ urinal/ fracture pan/Commode Applying Incontinence Products/chucks pad Empty Urine drainage bag Foley Catheter Care (male & female) Urinary Leg Bag (change to drainage bag) Enema Ostomy Care Feeding & Serving the Patient Measuring & recording Intake Providing Drinking Water Measuring & recording Output (bed pan & urinal) Feeding Tube Care/precautions Apply non sterile dressing Application of Binders</p>	<ul style="list-style-type: none"> • Classroom discussion • Observe and take notes on observation • Guided practice on each other during lab practice • Practice at clinical setting • Competency skills in the lab setting

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Subject:	Summary of the Connection:
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Math	The ability to accurately convert and calculate medical math is essential for patient medications, care, and overall well-being.
Psychology/Sociology	Communication to patients of various cultures, religion, and age may affect the care. Understanding how communication may affect different types of people from different cultures is essential for proper personal care.
Science	The understanding of the human body and its function is a key component in the medical field. Patient outcome is determined by the healthcare workers' understanding of the human body. Detecting, understanding and responding to signs and symptoms that our patients experience is vital to a successful hospitalization.

Anchor Texts & Suggested Texts		
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Text Title	Author	Brief Synopsis

Various Electronic Records	EHR tutor	Charts in Electronic medical records. Prepares students for real world clinical when charting electronically in created patient charts. https://my.ehrtutor.com/
Department of Public Health	Department of Public Health	http://www.portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Nurseaide/Nurse-Aide-Registration
Department of Education	Department of Education	http://portal.ct.gov/-/media/SDE/CTE/Med/guidelines_nurseaide.pdf
American Red Cross	American Red Cross	https://www.redcross.org

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http://www.socialsecurity.gov/OP_Home/ssact/title18/1819.htm
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- Evaluation of the student success during lab and clinical phase of training by using the clinical skills check off list and rubric.
 - *feeding skills * catheter care
 - *grooming skills * elimination skills
 - *transferring skills * personal hygiene skills
- Practical examinations to test the students' knowledge and ability to perform certain tasks and procedures using performance evaluation rubrics.
- Based on the rubric standards research disease paper presented orally to class.
- Based on rubric standards create a poster on a designated chapter and present to class, and peer evaluations.

**Performance Task: Each Unit Must Contain a Performance Task Assessment,
Please refer to Jay McTighe’s “Designing Authentic Performance Tasks” Resource to Guide your Performance Task
Development. Key Design Questions Summarized Below:**

Constructing the PT Scenario Using G.R.A.S.P.S.

Use the following prompts to design the PT:

You are a CNA who is going to bathe a resident and assist her to change her gown. She has a paralyzed left arm from a stroke. What is the correct order to bathe your resident and how will you remove her gown and put on a clean gown on? (You are in the lab setting working with another nursing assistant student who will act as the “resident”)

You are a nursing assistant in a nursing home.
You have been asked to bathe and dress your resident.

Your client is an 85 year old female resident in a nursing home

The challenge involves dealing with a resident who has a paralyzed left arm from a stroke.

Bathing resident correctly is: cleaning eye first then face, arm farthest, arm closest, chest, abdomen, leg farthest, leg closest, front perineal area, change water, back and back rub, and buttocks. Back rub circular motion lasting 3-5 minutes while inspecting the skin. Her gown is removed from her right arm first. You need to support her left arm while removing the gown from it. You will put the clean gown on her left arm first (support the arm) and then on her right arm.

Key questions to consider when designing the PT:

What goal will be assessed through this performance task?

Goal will be that the resident will be bathed in correct order in adequate time.

What important qualities must a student demonstrate to show attainment of the identified goal(s)? Student must gather all material prior to beginning procedure, maintain patient safety, maintain HIPAA, remember indirect care (explaining care to resident and asking resident about care and day).

Is the task incorporating the 21st century competencies?

Critical Thinking and Problem solving; Make Judgments and Decisions, Solve Problems

Communication & Collaboration: Communicate Clearly

Initiative & Self-Direction : Manage Goals and Time, Work Independently

Social and Cross-Cultural Skills: Interact Effectively with Others, Work Effectively in Diverse Teams

Productivity & Accountability: Produce Results

Leadership & Responsibility: Be Responsible to Others

How will the task involved “higher order thinking?”, as defined by Webb’s Depth of Knowledge. Level 2 – Working with Skills & Concepts

Demonstrates use of knowledge

Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)

Level 4 – Extended Strategic Thinking

Tasks that require a number of cognitive and physical skills in order to complete

Tasks that require perspective taking and collaboration with a group of individuals (must collaborate with resident, other CNA, nurse, and at times doctor, dietitian, physical therapist.)

How will students demonstrate their understanding? By correctly performing the bedbath in the correct order and correctly removing and reapplying the gown correctly.

Is there a tangible product and/or performance that will serve as evidence of learning? The resident will be bathed and wearing a clean gown correctly snapped, bed in lowest position and call bell in reach.

How will student performance be evaluated? Rubric

Handwashing		
1. Wash hands	S	U
2. Turns water on at sink		
3. Wets hands & wrists completely		
4. Applies soap to hands		
5. Lathers all surfaces of hands and fingers, including above wrists, uses friction for at least 20 seconds		
6. Rinses all surfaces of hands & wrists without contaminating hands & leaves no soap		
7. Uses clean dry paper towel to dry all surfaces of hands & wrists & fingers without contaminating hands		
8. Uses clean dry paper towel to turn off faucet, without contaminating hands		
9. Disposes used paper towels in trash immediately after shutting of faucet		

Bathe Resident	S	U
Pre- procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person's room		
3. Identified the person. (Checked persons wrist band) Called the person by name. refrain from addressing resident using terms,such as "honey" (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. Gather material-- basin, soap, lotion, 2 washcloth, 2 towels, bath blanket, clean gown		
7. Provided for privacy before providing care.		
Procedure		
8. Remove sleepwear, without exposing resident		
9. Covers person with bath blanket, removes top linen, without exposing resident		
10. Lowers head of bed flat as possible, as much as person can tolerate, leaves only pillow for head		
11. Fills basin 2/3 full with water 110-115 *		
12. Lowers rail nearest to you, proper body mechanics		

13. Ask person to check temperature of water before beginning bath		
14. Places towel across chest, makes mitt with washcloth		
15. Begin with eyes, inner to outer aspect of eye first, using clean part of washcloth with each stroke		
16. Asks person if they want soap used on face, then washes face, ears, neck, rinse, and pat dry		
17. Expose arm farthest, place towel under arm		
18. Wash arm shoulder, underarm, hand with long firm strokes, rinses and pat dries		
19. Expose arm closest , place towel under arm		
20. Wash arm shoulder, underarm, hand with long firm strokes		
21. Place towel across chest cross-wise, apply soap to mitt and wash, rinse & pat dry chest		
22. Lift towel, apply soap to mitt and wash, rinse & pat dry abdomen		
23. Remove towel and pull bath blanket to shoulders.		
24. Uncover leg farthest, without exposing genital area, place towel under leg, apply soap to mitt		
25. Wash with long firm strokes, rinses and pat dries leg and foot		
26. Uncover leg near, without exposing genital area, place towel under leg, apply soap to mitt		
27. Wash with long firm strokes, rinses and pat dries leg and foot closest		
28. Turn person on side away from you, person is covered with bath blanket, without being exposing		
29. Uncover back, place towel length wise on bed, apply soap to mitt.		
30. Washes back starting from neck to lower end of buttocks, with long firm strokes, rinse and dry well		
31. Apply lotion into hands, rub hands together, and give back rub stroke upward from lower back toward shoulders, then down over shoulders/ upper arms, and down the back, repeat for at least 3 minutes, using circular motions, wipe off excess lotion		
31. Provide peri care according to the procedure for perineal care		
32. Contain corners of washcloth while washing and rinsing (e.g., forming mitt)?		
33. Ask resident about preferences during care? (IC)		
Post Procedure		
34. Empties, rinses, dry, and returns basin and other supplies to storage- without contaminating self		

35. Wipes off overbed table and discards paper towel		
36. Unscreens person		
37. Leave call light in reach before leaving		
38. Leave bed in low position before leaving		
39. Bed is locked, before leaving person		
40. Side rails up before leaving		
41. Washes hands as final step		
42. Ask resident about comfort or needs during care or before care completed? (IC)		
43. Reports & records observations		

<i>Dress (change gown) a resident who has a weak arm</i>	S	U
Pre-Procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person’s room		
3. Identified the person.(Checked persons wrist band) Called the person by name. refrain from addressing resident using terms,such as “honey” (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. Gather material-- avoid holding clothes fully against clothing (e.g., hugging)		
7. Provided for privacy before providing care.		
Procedure		
8. Cover person with a bath blanket, supine position		
9. Untie gown and remove gown, without completely exposing the resident, starting with AFFECTED arm		
10. Support affected arm while undressing and dressing, Positioned the person supine		
11. Dress AFFECTED arm first before placing gown on the unaffected arm		
12. Move resident’s extremities gently without overextension or force when undressing and dressing		
13. Finishes with resident correctly dressed adjust for comfort, neatness, alignment, and buttoned/tie and smooth.		
14. Place dirty gown in hamper. avoid placing dirty gown directly on floor avoid holding clean or dirty clothing against candidate’s clothing		

15. If the person stayed in bed, covered the person. Removed the bath blanket		
16. Ask resident about preferences during care? (IC)		
17. Move resident's extremities gently without overextension or force when undressing and dressing?		
Post Procedure		
18. Un-screens person		
19. Leave call light in resident's hand (stronger side) before leaving		
20. Leave bed in low position before leaving		
21. Ensures Bed is locked, before leaving		
22. Side rails up before leaving		
23. Reports & records observations		
24. Washes hands as final step		
25. Ask resident about comfort or needs during care or before care completed? (IC)		

Revision History	
Revision Date	Explanation of the change(s) made to the document

NURSING ASSISTANT UNIT 3 ORGANIZER

Grade/Subject	Nursing Assistant 11-12
Unit Title	Restorative Services & Special Procedures
Overview of Unit	This unit the student will understand the different equipment used for specimen collection, factors that may affect comfort and sleep, the signs and symptoms to report after surgery and will be able to explain how to meet the person's needs after surgery, the signs and symptoms of hypoxia and altered respiratory function, the purposes, effects, and complications of heat and cold applications and how all these can help and hinder the patients recovery if not performed correctly.
Pacing/Duration	8 Weeks

Background Information for the Teacher

Unit Rationale:

This unit focuses on how to prevent the complications from bedrest, why comfort, rest, and sleep are important, why meeting basic needs is important for rest, to explain why specimens are collected and explain the rules for collecting specimens, be able to describe the factors that affect oxygen needs and list the signs and symptoms of hypoxia and altered respiratory function.

- **Key Learning/Big Ideas:**

Students will be able to define the key terms and key abbreviations and explain why meeting basic needs is important for rest. Students will also demonstrate correct procedures for range of motion exercises, heat and cold applications, specimen collection, preparing the patient for surgery, and be able to describe oxygen devices.

- **Pre-Unit Connections:**

In the previous unit the students learned about grooming and personal care, nutrition and proper grooming, personal care, and nutrition are a vital part of a patient's recovery, for growth and tissue repair, and to maintain health.

Essential Questions

See excerpt: <http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

- Why do some elderly people seem to be confused or absent minded?
- Why specimens are collected ?
- What are the common fears and concerns of surgical patients?
 - Why are comfort, rest, and sleep are important to the patient overall care?

Applicable Content Standards:

NHSS National Health Science Standards

2.21 2.11 2.16 2.31 6.22 5.21
2.22.a 6.13 7.42 7.31.a-c 7.41 11.21

Medical Careers Education PERFORMANCE STANDARDS & COMPETENCIES

A. 1,2,4,6 B. 8,9 F. 20,24 G. 29,30 H. 32,35
I. 36,38,39 J. 42,43 L.49,50,52 M. 53-56 N. 57-58 O. 59-62

CCS Literacy Standards

RST.9-10.3.4.5.7.8.9 RST.11-12.1.2.3.4.5.6.7.8.9 RH.11-12.1-9 RST.11 12.34.5.7.8 WHST.9-10.a-f
RH.11-12.2.3.4.5.7 RST.11-12.23.5.7.8.9 RH.11-12.1-4.6.7
RST.6-81-5.7-9 WHST.11-12.4.6.9 RST.11-12.1.2.3.4.7.8 RH.11-12.2.3.4
RH.11-12.2.3.4 RST.11-12.34.5.7.8 WHST.11-12.2.a-e

Academic Vocabulary

Range of motion	Applications	Hemothorax	Assistive devices
Comfort	Constrict	Mechanical ventilation	
Pain, acute, chronic	Dilate	Rehabilitation	
Physical exam	Oxygen	Disability	
Positions-dorsal, recumbent, lithotomy		Intubation	
Specimen	Pulse oximetry	Anesthesia	
Surgery	Apnea	Ambulation	

21st Century Competencies

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration
- Initiative, Self-Direction and Accountability
- Citizenship and Responsibility

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations and throughout the unit

Students will understand that:

- Students will be able to identify the reasons, consequences, and complications of heat and cold applications, will be able to describe moist and dry heat applications, moist and dry cold applications, and the guidelines for applying heat and cold.
- Students will be able to explain why specimens are collected and explain the rules for collecting specimens and to describe the different types of urine specimens.
- They must follow the delegation of the nurse, doctor, and/ or physical therapist when providing proper ambulation and range of motion on the patient to, ensure the person has no pain or discomfort in the joint, the correct joint is exercised, proper body mechanics are used, correct adaptive equipment is used, and to make certain the patient remains safe.

Possible Student Misconceptions for this Unit - (If needed)

Students may believe that:

- Nurse aids can perform the same procedures in every facility.
- Heat and cold applications affect everyone the same.

Possible Lessons/Suggested Learning Activities Input at least three lessons/learning activities that are current and applicable to this unit	
In order to learn/understand how to...:	Students might: (List learning activities below)
<ul style="list-style-type: none"> ● the reasons, consequences, and complications of heat and cold applications, and the guidelines for applying heat and cold. ● why specimens are collected and explain the rules for collecting specimens and the different types of urine specimens. 	<ul style="list-style-type: none"> ● correctly demonstrate in lab / clinical the proper technique for collecting urine, stool, and sputum specimens, applying warm and cold compresses, warm and cold soaks, warm and cold packs, and a sitz bath, and converting pounds to kilograms, inches into feet and inches ● watch DVD on Elimination, Specimen Collection, watching the DVD enhances the students understanding of Elimination, Specimen Collection and demonstrates proper method of obtaining specimens.
<ul style="list-style-type: none"> ● to follow the delegation of the nurse, doctor, and/ or physical therapist when providing proper ambulation and range of motion on the patient, to ensure the person has no pain or discomfort in the joint, the correct joint is exercised, proper body mechanics are used, correct adaptive equipment is used, and to make certain the patient remains safe. 	<ul style="list-style-type: none"> ● watch DVD on Transfer & ambulation, seeing the DVD enhances the students understanding of Transfer & ambulation and demonstrates proper method of ambulating person.
<p>Students must successfully demonstrate competence in skills in the lab setting prior to going to the clinical setting. The students will demonstrate competence in the following skills:</p> <p>PROM Knee ankle shoulder lower extremity (hip, knee, ankle) PROM upper extremity (shoulder, elbow, wrist) Helping to walk c GB Helping to walk c cane/ walker Back massage Assist with physical exam Dorsal recumbent position Lithotomy position Knee chest position Sims position Random urine specimen</p>	<ul style="list-style-type: none"> • Classroom discussion • Observe and take notes on observation • Guided practice on each other during lab practice • Practice at clinical setting • Competency skills in the lab setting

<p>Midstream specimen 24 hour urine Straining urine Urine strips (Reagent Strips) Stool specimen Stool specimen occult blood Sputum specimen Blood glucose testing Surgical skin prep- shave skin Surgical checklist Elastic stockings (antiembolism) PAS (Sequential Compression Device) Elastic bandage (ace wrap) Hot compress Hot soak Sitz bath Hot pack k-pad (aquathermia pad) Ice bag/ice collar Cold compress Cold pack Using a Pulse Oximeter Assisting With Deep-Breathing & Coughing Exercises Setting Up for Oxygen Administration</p>	
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Interdisciplinary Connections	
Subject:	Summary of the Connection:
Public speaking	The ability to speak well in public is vital skill in life. Some medical professionals need to address the media, public, or other Healthcare professionals. It is also a form of teaching.
Math	The ability to accurately convert and calculate medical math is essential for patient medications, care, and overall well being.
Psychology/Sociology	Communication to patients of various cultures, religion, and age may affect the care. Understanding how communication may affect different types of people from different cultures is essential for proper personal care.

Science	The understanding of the human body and its function is a key component in the medical field. Patient outcome is determined by the healthcare workers understanding of the human body and detecting, understanding and responding to signs and symptoms that our patients experience is vital to a successful hospitalization.
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Anchor Texts & Suggested Texts		
Text Title	Author	Brief Synopsis
Being A Nursing Assistant	Sorrentino & Remmert	Prepares students to function as a CNA in a hospital, nursing home, and home care settings, Is also a resource when preparing for the state competency exam and post-secondary education.
Text Title	Author	Brief Synopsis
Being A Nursing Assistant-- Workbook	Sorrentino & Remmert	Prepares students to function as a CNA in a hospital, nursing home, and home care settings, Is also a resource when preparing for the state competency exam and post-secondary education.
Text Title	Author	Brief Synopsis
Various Electronic Records		Electronic medical records https://my.ehrtutor.com/
Department of Public Health	Department of Public Health	http://www.portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Nurseaide/Nurse-Aide-Registration
Department of Education	Department of Education	http://portal.ct.gov/-/media/SDE/CTE/Med/guidelines_nurseaide.pdf
American Red Cross	American Red Cross	https://www.redcross.org

Additional Resources & Supplemental Texts

- American Red Cross
- Periodical, Nursing, monthly publication, Wolters Kluwer Health, Inc. www.Nursing2018.com
- http://www.socialsecurity.gov/OP_Home/ssact/title18/1819.htm
- Delmar - DVD/VHS
 - ~Nursing Assistant Module 3: Personal Care
 - ~Toileting & Feeding Skills
 - ~Module 2: Basic Nursing Skills
 - ~#8 Death & Dying
- Medcom- Care Providing Skills DVD/VHS
 - ~Personal Care
 - ~The Bed Bath
 - ~Nursing assistant techniques: techniques in toileting & incontinent care
 - ~Advance directives: guidelines for healthcare providers
- Medcom Trainex- DVD/VHS
 - ~I'm Pretty Old
 - ~Nursing Assistant Techniques: Elimination, Specimen Collection, Urinary Care
 - ~Nursing Assistant Techniques: Abnormal Signs & Symptoms
 - ~Homecare: lifting, turning and moving safely
 - ~Homecare: giving the bed bath
 - ~Measuring vital signs: temp, pulse, respiration, & blood pressure
 - ~Transfer & ambulation
- Stay Well- DVD
 - ~Workplace training: standard first aid video
 - ~Infant & Child CPR video
- Learning seed- DVD/VHS
 - ~I'm normal you're weird – understanding other cultures
- Mosby's-DVD/VHS
 - ~Reporting & Recorded Observations
- Marshfield Clinic-DVD/VHS
 - ~I was ok. Am I still ok?
- Medcom Inc-DVD/VHS
 - ~Homecare: making the decision
- Films for the Humanities & Sciences-
 - ~Bacteria & Viruses
- Lincoln Medical Education Foundation-
 - ~Universal precautions for hospital personal

Unit Assessment(s):

List and describe the ways in which you assess student understanding throughout the Unit:

- Chapter pre-assessments, used in the beginning of each chapter to gauge the students baseline on the topic.
- Quizzes/ end of chapter assessment used to evaluate students understanding at the end of the chapter.
- Evaluation of students' clinical rotation by professional in the clinical care setting by use of clinical rubric.
- Evaluation of the student success during lab and clinical phase of training by using the clinical skills check off list and rubric.
 - *collecting specimens skills
 - * hot and cold application application skills
 - *range of motion skills
 - * ambulation with and with assistive devices
 - * Surgery patient prep
 - * oxygen needs
- Practical examinations to test the students' knowledge and ability to perform certain tasks and procedures using performance evaluation rubrics.
- Based on rubric standards create a poster on a designated chapter and present to class, and peer evaluations.

Performance Task: Each Unit Must Contain a Performance Task Assessment, Please refer to Jay McTighe's "Designing Authentic Performance Tasks" Resource to Guide your Performance Task Development. Key Design Questions Summarized Below:

**Constructing the PT Scenario Using G.R.A.S.P.S.
Use the following prompts to design the PT:**

Your task is to perform range of motion on the patient's shoulder, elbow, and forearm who had a left sided stroke.

You are a nursing assistant in a hospital.

You have been asked to perform passive range of motion on the patient on his right side.

Your client is a 75 year old male patient in the hospital. (you are in the lab setting working with another nursing assistant student who will act as the "resident")

The challenge involves dealing with your patient is paralyzed on the right side from a stroke. Since the stroke occurred on the left side of the brain, the nurse aid must know that the effects of the stroke will occur on the patients right side of their body. Therefore, the nurse aid should be performing the range of motion on the right side to be correct.

Purpose of range of motion exercises is to prevent muscle atrophy and contractures from bedrest and other complications.

Range of motion on shoulder and elbow correctly is:

- Hold the wrist & elbow flex and extend the shoulder five times
- Abduct and adduct the shoulder five times
- Internal and external rotate the shoulder five times
- Hold the wrist and elbow flex and extend the elbow five times

Your performance needs to

- Correctly identify the resident
- Clear and thorough explanation for why you are performing range of motion exercises
- Correctly perform range of motion to the patients right side, 5 times to each joint, correctly supporting the part being exercised, moving the joint slowly and smoothly, asking the patient about discomfort during the procedure.

What important qualities must a student demonstrate to show attainment of the identified goal(s)?

That the student correctly performs ROM on the patients right side 5 times to the shoulder and elbow. (abduction, adduction, flexion, extension, internal and external rotation).

Is the task incorporating the 21st century competencies?

Critical Thinking and Problem solving; Make Judgments and Decisions, Solve Problems
 Communication & Collaboration: Communicate Clearly -- Student must follow written instructions given by nurse, doctor, and or physical therapist as to which joints or side to perform correctly.
 Initiative & Self-Direction : Manage Goals and Time, Work Independently
 Social and Cross-Cultural Skills: Interact Effectively with Others, Work Effectively in Diverse Teams
 Productivity & Accountability: Produce Results
 Leadership & Responsibility: Be Responsible to Others-- Is responsible to the patient for proper care.

How will the task involved “higher order thinking?”, as defined by Webb’s Depth of Knowledge. Level 2 – Working with Skills & Concepts

Demonstrates use of knowledge

Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)

Level 4 – Extended Strategic Thinking

Tasks that require a number of cognitive and physical skills in order to complete

Tasks that require perspective taking and collaboration with a group of individuals (must collaborate with resident, other CNA, nurse, and at times doctor, dietitian, physical therapist.)

How will students demonstrate their understanding? The student will follow all HIPPA, safety, and pre procedure, procedure, and post procedure steps.

Is there a tangible product and/or performance that will serve as evidence of learning? The student will perform ROM on the correct patient on the correct side.

How will student performance be evaluated? Rubric

Revision History	
Revision Date	Explanation of the change(s) made to the document

Handwashing		
1. Wash hands	S	U
2. Turns water on at sink		
3. Wets hands & wrists completely		
4. Applies soap to hands		
5. Lathers all surfaces of hands and fingers, including above wrists, uses friction for at least 20 seconds		
6. Rinses all surfaces of hands & wrists without contaminating hands & leaves no soap		
7. Uses clean dry paper towel to dry all surfaces of hands & wrists & fingers without contaminating hands		
8. Uses clean dry paper towel to turn off faucet, without contaminating hands		
9. Disposes used paper towels in trash immediately after shutting of faucet		

<i>Range of motion Shoulder and Elbow</i>	S	U
Pre- procedure		
1. Wash hands--- Practiced hand hygiene. before touching resident		
2. Knock before entering the person’s room		
3. Identified the person. (Checked persons wrist band) Called the person by name. refrain from addressing resident using terms such as “honey” (IC)		
4. Introduce yourself by name and title		
5. Explain the procedure to the person before beginning and during the procedure (IC)		
6. gather material-- bath blanket		
7. Provided for privacy before providing care.		
Procedure		
8. Grasp wrist & elbow flex (arm straight over head) & extends (arm down to side) repeat 5x		
9. Abduction (straight arm away from body) & adduction (straight arm toward body) repeat 5x		
10. internal rotation (bent elbow moves so fingers point to toes) external rotation (moves so fingers point up) repeat 5x		
11. Grasp wrist & elbow flexion (so same side shoulder is touched) & extension (straighten arm) 5x		

12. Support the wrist and elbow, pronation (turn hand so palm is facing down, supination (turn hand so the palm is facing up) repeat 5x		
13. Exercise only correct joints and only correct side when performing range of motion (ROM)?		
14. Control extremity throughout ROM exercises providing smooth, slow, non-forceful movement?		
15. Support extremity to protect the working joint throughout ROM exercises?		
Post Procedure		
16. Un-screens person		
17. Leave call light in reach before leaving		
18. Leave bed in low position before leaving		
19. Bed is locked		
20. Side rails up before leaving		
21. Washes hands as final step		
22. Ask resident about comfort or needs during care or before care completed? (IC)		
23. Reports & records observations		