





Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

Wednesday, August 20, 2014, 12:08AM



Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Advanced <u>Nurse Assistant (51.1614)</u> <u>(District) Collaboration</u> 2014-2015</p>	<p>Orientation  (Week 1, 1 Week) </p> <p>UT: CTE: Health Education, UT: Grades 9-12, Nurse Assistant Standard 1 Certification: Students will describe the process for certification as a CNA.</p> <ul style="list-style-type: none"> ▪ Objective 1 Discuss laws and regulations that govern the work and certification of nurse assistants. ▪ Objective 2 Explore the job duties of a nurse assistant. <p>Standard 2 Orientation: Students will understand how their role fits into the overall health care environment.</p> <ul style="list-style-type: none"> ▪ Objective 3 Identify the requirements of a CNA. ▪ Objective 4 Identify ethical and legal practices in health care. <p>Standard 7 The Patient' s/Resident' s Environment: Students will understand the impact they have on providing a quality patient environment.</p> <ul style="list-style-type: none"> ▪ Objective 1 Explain how a CNA 	<p><u>Students will Know...</u></p> <p>Key facts about the GTI CNA course and what is required of them.</p>	<p><u>Students will be able to ...</u></p> <p>. Find their way around the CNA classroom/lab</p> <p>. Explain what an MDS is and how it is used to improve care of residents.</p> <p>.Express their understanding of OBRA regulations.</p> <p>.Recognize the value of maintaining a career portfolio.</p> <p>. Recognize how to use study guides and plan due dates for turning in home work on time.</p> <p>. Explain how knowing medical history will give them a more well rounded education and appreciation for the medical field.</p>	<p>CNA - Certified Nursing Assistant</p> <p>UNAR - Utah Nurse Assistant Registry</p> <p>Written/Skills Competency Test - Test taken after completion of a nurse assistant course to become certified</p> <p>OBRA -Omnibus Budget Reconciliation Act = the law governing all things that apply to nurse assistant training and certification.</p>

can make a patient/resident's environment comfortable, safe, and clean.

Role of the CNA



(Week 1, 1

Week)

UT: CTE: Health Education, UT: Grades 9-12, Nurse Assistant Standard 1 Certification: Students will describe the process for certification as a CNA.

- Objective 1 Discuss laws and regulations that govern the work and certification of nurse assistants.
- Objective 2 Explore the job duties of a nurse assistant.
- Objective 3 Nursing Assistant Code of Ethics.
- Objective 4 Scope of Responsibility.
- Objective 5 Abuse Registry.

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

- Objective 1 Explain the purpose of various health care organizations.
- Objective 2 Identify the members of the health care and nursing teams.
- Objective 3 Identify the requirements of a CNA.

Students will Know...

. The various types of health care facilities in which a

CNA can find a position.

. Nursing care must be modified for the disease or

disorder which the patient/resident has.

. Who qualifies for Medicare/Medicaid services.

. The importance of CNA's on the health care team.

. The roles and responsibilities of members of the

health care team.

. What policies and procedures are.

. What the rights of patients/residents/clients are.

. Legal requirements of charting.

. What the requirements of an MDS are.

Students will be able to ...

. Explain the similarities and differences in health

care facilities.

. Use research skills to obtain information about diseases and disorders.

. Recognize requirements for Medicare and

Medicaid.

. Explain why the CNA is called the eyes and the

ears of the health care team.

. Recognize the members of the health care

team and the chain of command.

. Explain what policies and procedures are.

. Explain patients/resident/client rights

. Explain the rules for charting.

. Recognize when and how an MDS is used.

#1 Nursing Assistants Role

Terminology

1. **Abandonment** – The voluntary leaving of a person to whom one is bound by a special relation, as a wife, husband or child; desertion.
2. **Ability** – A skill or competence
3. **Abuse**- purposely causing physical, mental, or emotional pain or injury to someone
4. **Abuse Registry** – The state system of tracking those who have been convicted of abuse.
5. **Acute** - having a sudden onset, sharp rise, and short course <acute disease> (3) : being, ...
6. **Adult Protective Services**- The state department where abuse of the elderly must be reported and investigated.
7. **Assault** – A violent onset or attack with moral weapons, as words, arguments, appeals, and the like
8. **Assisted Living**- facility where residents live who need some assistance; they do not usually require skilled care.
9. **Battery** – The crime or tort of intentionally striking another person.
10. **Care Plan**- Plan of care developed for each resident.
11. **Certification**- authenticating or validating that training has been successfully completed.
12. **Chronic**- long term or long lasting.
13. **Clean** – not dirty
14. **Client**- person for who you provide services in their home or in an outpatient facility.
15. **Confidentiality**- keeping private things private
16. **Consent to release information**- form signed by patient/resident/client that gives permission to share private information.
17. **CNA**- Certified Nursing Assistant
18. **Defamation** – Act of injuring another's reputation by any slanderous communication, written or oral; the wrong of

- Objective 4
Identify ethical and legal practices in health care.
- Objective 5
Describe the patient/resident bill of rights.
- Objective 6
Demonstrates the following skills:
 - Verbalizes residents' rights.
 - Verbalizes signs of abuse.

Standard 7

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

- Objective 1
Explain how a CNA can make a patient/resident' s environment comfortable, safe, and clean.
- Objective 2
Explain proper placement and answering of call lights.
- Objective 5
Understand the process of admitting, discharging, and transferring a patient/resident.

- maliciously injuring the good name of another
19. **Delegate**- to give someone else a responsibility that belongs to you for an efficient working situation.
 20. **Dignity** - a term used to signify that a being has an innate right to respect and ethical treatment
 21. **disability/disabled**- person who through injury or disease is unable to perform as independently as before.
 22. **documentation** – Things you write down about what has been done for the resident/patient/client
 23. **DOH**- Department of Health UNAR is under this department.
 24. **Ethics**- The knowledge of right and wrong
 25. **False imprisonment** - consisting of unlawful restraint against the will of an individual's personal liberty or freedom of locomotion.
 26. **Fraud** – consisting of unlawful restraint against the will of an individual's personal liberty or freedom of locomotion.
 27. **Geriatrics/gerontology**- Study of or medical field of treating the elderly.
 28. **Handicap** – Disability, a human condition
 29. **Health care team**- team of professionals that treat patients, residents, or clients.
 30. **HIPAA**-Health Insurance Portability and Accountability Act – a law that requires health information to be kept private and secure; organizations must take special steps to protect health information.
 31. **Home health**- Care provided in a persons home.
 32. **Hospice**- Care for individuals who have six months or less to live.
 33. **Hospital**- acute care provided to patients in need.
 34. **Incident Report** – a document, usually confidential (protected from discovery
 35. **Interdisciplinary team**- a team of health professionals that include members from more than one field.
 36. **Job Description** – a list that a person might use for general tasks, or functions, and responsibilities of a position.
 37. **LPN**- licensed practical nurse 1 year of education.
 38. **Long term care**- chronic care for persons who require 24 hour care and assistance.
 39. **Malpractice** – a type of negligence in, which the professional under a duty to act,

fails to follow generally accepted professional standards

40. **MD-** Medical Doctor
41. **MSDS sheets** – A **material safety data sheet** (MSDS) (also known as PSDS (Product safety data sheet) or a COSHH data sheet in the United Kingdom) is a form with data regarding the properties of a particular substance.
42. **Medicare-** Federally funded and run insurance program for the elderly or disabled.
43. **Medicaid-** State funded and run insurance program for low income and unwed mothers. Does receive federal funds.
44. **Mental health-** care given to those who suffer from mental illness.
45. **Mental illness-** individual who suffers from a diagnosis of brain disorder under DSM IV
46. **Neglect-** failing to provide needed care
47. **nursing team** – team of health care professionals that include Nursing supervisor, charge nurse, RN's, LPN's and CNA's
48. **OBRA- Omnibus Budget Reconciliation Act** – a law passed in 1987 by the federal government that established minimum standards for nursing assistant training.
49. **OSHA- Occupational Safety and Health Act/Administration** a federal government law and agency that makes rules to protect workers from hazards on the job
50. **OT-** Occupational Therapy
51. **Ombudsman-** a legal advocate for residents who visits the facility, listens to residents, and decides what course of action to take if there is a problem.
52. **Patient-** an individual seen in a acute care setting.
53. **Patients rights/resident rights-** numerous rights identified by the OBRA law for residents in long term care facilities or nursing homes.
54. **Pediatrics-** The medical field that deals with children
55. **Power of attorney** – a document that allows you to appoint a person or organization to handle your affairs while you're unavailable or unable to do so.
56. **PT-** Physical Therapy
57. **Renewal-** NA certification must be verified every two years.
58. **Resident-** Individual cared for in a chronic or long term care facility.

59. **RN**- Registered Nurse
60. **Utah Nursing Assistant Registry**- The state service given the responsibility to oversee NA training and certification
61. **RT**- Recreational or respiratory therapist
62. **Scope of practice/responsibility**- defines the things a nursing assistant is allowed to do and how to do them correctly.
63. **Sexual harassment** – is **intimidation**, **bullying** or **coercion** of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors.^[1] In some contexts or circumstances, sexual harassment may be illegal. It includes a range of behavior from seemingly mild transgressions and annoyances to actual **sexual abuse** or **sexual assault**.
64. **skilled nursing facility**- medically necessary care given by a skilled nurse or therapist.
65. **Social Worker**- someone employed to provide social services (especially to the disadvantaged)
66. **ST**- Speech therapist or pathologist
67. **Terminally ill/terminal illness**- a disease or condition that will eventually cause death
68. **Voucher**- is a certificate (coupon) that is provided to an individual and may be exchanged for the right to take written/skills testing
69. **Written/Skills Competency Evaluation** – Testing given after a NA training program to determine skill level for certification.

ABBREVIATIONS

a

before

abd

abdomen

ac

before meals

ADA

Americans with disability Act

or

American Diabetic Association

ADL's

Activities of Daily Living: daily self-care tasks

ad lib

as desired

AIDS

Acquired Immunodeficiency Syndrome

AM/am

morning (hours between midnight and noon)

amb

ambulant, walk

amt

amount

ASAP

as soon as possible

AP

apical pulse

ax

axillary

BID/bid

Foundations
(Week 2, 1 Week)



UT: CTE: Health Education,
UT: Grades 9-12, Nurse
Assistant
Standard 3
Communication: Students will
understand the various
methods of giving and
obtaining information.

- Objective 1
Describe verbal and
non-verbal forms of
communication.
- Objective 2
Identify information
gathering techniques.
- Objective 3
Discuss how and
when to report
observations.
- Objective 4
Identify the
procedures and rules
related to
documentation.
- Objective 5
Demonstrates the
following skills:
 - Demonstrate ability
to converse with
residents.
 - Give verbal report.

Students will Know...

- . How to take Vital Signs
- . Admission, discharge,
and transfer procedures.
- . How to obtain a height
and weight on a
patient/resident.
- . How and when to use
restraints and ways to
avoid their usage.
- . How to maintain and chart
fluid intake and output.
- . The guidelines for caring
for different types of tubing
in the health care field.
- . How to clean and stock a
patient/resident unit.
- . How to make an occupied
and unoccupied bed.
- . How to apply and remove

Students will be able to ...

- . Take Vital Signs
- . Admit, transfer, and discharge
patients/residents.
- . Obtain height and weight on
patients/residents.
- . Use restraints when ordered and
how to reduce the need for restraints.
- . Chart intake and output of fluids.
- . Care for various types of tubing in
the health care field.
- . Clean and stock and
patient/resident unit.
- . Remove and apply non-sterile
dressings.
- . perform their duties for oxygen
administration

twice a day

BM

bowel movement

BP

blood pressure

BR

Bed Rest

BRP

bathroom privileges

#2 Foundations of Resident Care Terminology

1. **Abbreviations** – shortened words used to
communicate more efficiently.
2. **Abdominal thrust/Heimlich maneuver** – a
method of attempting to remove an object
from an airway.
3. **Alignment** - the proper placement of the
bones so that the muscles do less work
4. **aseptic** – no infectious agent present
5. **asepsis** – the state of being free from
disease-causing contaminants (such as
acteria, viruses, fungi, and parasites) or,
preventing contact with microorganisms.
The term **asepsis** often refers to those
practices used to promote or induce
asepsis in an operative field in **surgery** or
medicine to prevent **infection**.
6. **Aspiration** - the entry of secretions or
foreign material into the trachea and lungs
7. **bacteria** – organism that causes infection.
8. **base of support** – stable foot position with
wide foot stance.
9. **biohazard** - an organism, or substance
derived from an organism, that poses a
threat to (primarily) human health.
10. **blood borne pathogens** – micro-
organisms carried in the blood.
11. **body language** – Communicating without
using words, using your body.
12. **body mechanics** - Branch of physics
dealing with the motions of **bodies** and the
forces causing these motions, and also with

- Ability to document/chart correctly.
- Gives signs of declining condition.

non-sterile dressings.
 . Their role in oxygen administration

Standard 4

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

- Objective 1
Explain the relationship between microorganisms and infections.
- Objective 2
List how microorganisms are spread.
- Objective 3
Explain the body's defenses against infection.
- Objective 4
Explain standard (universal) precautions and transmission-based precautions.
- Objective 5
Recognize sterile and non-sterile items and situations.
- Objective 6
Explain the principles of asepsis.
- Objective 7
Explain personal and environmental infection control measures.
- Objective 8
Understand the role of OSHA related to infection control.
- Objective 9
Demonstrate the following skills:
 - Hand washing—no

- the forces acting on **bodies** in equilibrium
13. **Call light**— a light given to patient/residents so they can call an aide or nurse when they need help.
 14. **Care plan**— outlines the **nursing care** to be provided to an individual/family/community. It is a set of actions the **nurse** will implement to resolve/support **nursing diagnoses** identified by **nursing assessment**. The creation of the plan is an intermediate stage of the **nursing process**. It guides in the ongoing provision of nursing care and assists in the evaluation of that care.
 15. **Choking - Choking** is the mechanical obstruction of the flow of air from the environment into the lungs. Choking prevents **breathing**, and can be partial or complete, with partial choking allowing some, although inadequate, flow of air into the lungs. Prolonged or complete choking results in **asphyxia** which leads to **anoxia** and is potentially fatal.
 16. **cardiac arrest** – a situation in which the heart stops beating.
 17. **chain of infection**- describes how infection is spread from one being to another.
 18. **Clean** – not dirty
 19. **communication** (verbal/non-verbal) – exchange of information.
 20. **Communicable** – able to be spread to others.
 21. **Contact precautions** - guidelines recommended by the Centers for Disease Control and Prevention for reducing the risk of transmission of epidemiologically important microorganisms by direct or indirect contact. Direct-contact transmission involves skin-to-skin contact and physical transfer of microorganisms to a susceptible host from an infected or colonized person. This can occur when health care personnel perform patient-care activities that require physical contact, such as turning or bathing the patient. Direct-contact transmission can also occur between two patients, such as by hand contact, with one patient serving as the source of infectious microorganisms and the other as a susceptible host. Indirect-contact transmission involves contact of a susceptible host with a contaminated intermediate object, usually inanimate, in the patient's environment. Contact Precautions apply to specified

- hand sanitizer to be used after peri-care or bedpan use.
 - Gloving.
 - Put on and remove personal protective equipment (PPE).
 - Standard (universal) precautions.
 - Transmission-based (isolation) precautions.
- Objective 10 Diseases and Conditions:
 - Acquired immunodeficiency syndrome (AIDS).
 - Human immunodeficiency virus (HIV).
 - Hepatitis.
 - Tuberculosis (TB).

Standard 5
Basic Safety / Emergencies:
Students will understand the existing and potential hazards to clients, coworkers, and self.

- Objective 1 Identify safety measures that should be used for patient/resident care.
- Objective 2 List fire prevention rules and steps to follow if a fire occurs.
- Objective 3 Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.
- Objective 4 Describe symptoms and treatment of a foreign body airway obstruction.

- patients known or suspected to be infected or colonized with epidemiologically important microorganisms that can be transmitted by direct or indirect contact
- 22. **Contamination** - Introduction into water, air, and soil of microorganisms, chemicals, toxic substances, wastes, or wastewater in a concentration that makes the medium unfit for its next intended use. Also applies to surfaces of objects, buildings, and various household and agricultural use products.
- 23. **cross contamination** - the physical movement or transfer of harmful bacteria from one person, object or place to another.
- 24. **Disinfectant** – chemical used to remove infectious agents.
- 25. **DNR** – Do not Resuscitate
- 26. **exposure incident** - the condition of being subjected to something, as to infectious agents,
- 27. **hard-of-hearing** – hearing impaired
- 28. **isolation** – the act of being alone or separated from others.
- 29. **Infection** - the **colonization** of a **host organism** by **parasite species**. Infecting parasites seek to use the host's resources to **reproduce**, often resulting in **disease**. Colloquially, infections are usually considered to be caused by **microscopic organisms** or **microparasites** like **viruses**, **prions**, **bacteria**, and **viroids**, though larger organisms like **macroparasites** and **fungi** can also infect.
- 30. **medical record** – Record kept of information on each resident/patient/client
- 31. **medical terminology** – prefixes, suffixes, word roots used to describe medical conditions.
- 32. **Message** - most general meaning is an **object** of **communication**. It is a vessel which provides information.
- 33. **microorganism** – organisms that must be seen under a microscope.
- 34. **non-pathogen** – Non disease causing.
- 35. **normal flora**- micro-organisms that are normally/helpfully present inside of us.
- 36. **nosocomial** – Hospital/Facility acquired Infection
- 37. **objective** – information based on what you see, hear, smell, touch or taste.
- 38. **Pace maker** - a medical device which uses electrical impulses, delivered by electrodes contacting the heart muscles, to regulate

- Objective 5
Differentiate between life threatening and non-life threatening emergencies.
- Objective 6
List beginning and ending procedure actions to provide when providing care.
- Objective 8
Demonstrate the following skills:
 - Proper body mechanics.
 - Care of patients/residents who fall.
 - Safety/emergency procedures, including abdominal thrusts (Heimlich maneuver).
 - Application of chest/vest, limb, pelvic, and waist restraints.
- Objective 9
Diseases and Conditions:
 - Aspiration.
 - Cardiac Arrest.
 - Respiratory Arrest.
 - Respiratory Distress.

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

- Objective 1
Describe the principles of body mechanics and transferring.
- Objective 2
Describe the principles of positioning and

- the beating of the heart
39. **patient chart** – Information about the patient
 40. **pathogen** – Disease Causing micro-organism.
 41. **PPE** – Personal Protective Equipment
 42. **RACE** – Rescue, Alert, Confine, Evacuate.
 43. **receiver** – the receiving end of a communications channel
 44. **reporting** – telling someone else about things you have observed.
 45. **respiratory arrest** – a situation in which a person stops breathing.
 46. **Respiratory distress** - a serious reaction to various forms of injuries to the lung.
 47. **reverse isolation** – separation of an individual to protect them from infection
 48. **Sender** – the sending end of a communication channel.
 49. **signs** – things you observe about the patient
 50. **subjective** – information based on what someone tells you..
 51. **Symptoms** – What the patient says about how they feel
 52. **standard/universal precautions** – techniques used to treat all body fluids as if they are infected.
 53. **Sterile** – no infectious agents present.
 54. **Verbal Communication** – communication through speech or language
 55. **Virus** - microscopic infectious agent that is unable to grow or reproduce outside a host cell.

Abbreviations:

c - with

C - Celcius, Centigrade

CA - Cancer

Cath - Catheter

CBC - Complete Blood Count

CHF - Congestive Heart Failure

resident placement.

Standard 7

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

- Objective 1
Explain how a CNA can make a patient/resident' s environment comfortable, safe, and clean.
- Objective 2
Explain proper placement and answering of call lights.
- Objective 3
Describe the general furniture/equipment and its proper use.
- Objective 5
Understand the process of admitting, discharging, and transferring a patient/resident.

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 5
Respect resident' s rights.

Standard 15

Rehabilitation and Restorative Care: Students will understand the goals of rehabilitation and restorative care.

- Objective 4
Explain how to promote quality of

cc - cubic centimeter

C-Diff - Clostridium Difcill

CNA - Certified Nursing Assistant

c/o - complains of

COPD - Chronic Obstructive Pulmonary Disease

CPR - Cardiopulmonary Resuscitation

CVA - Cerebro Vascular Accident

DC/ D/C - Discharge

DNR - Do not resuscitate

Drsg. – Dressing

Dr. - Doctor

DON – Director of Nursing

DX - diagnosis

As tol

life.

Basic Skills 
(Week 3, 4 Weeks)


UT: CTE: Health Education,
UT: Grades 9-12, Nurse
Assistant
Standard 6
Body Mechanics / Ergonomics
and Assisting the Patient with
Mobility: Students will
understand the principles
related to patient mobility.

- Objective 1
Describe the principles of body mechanics and transferring.
- Objective 2
Describe the principles of positioning and resident placement.
- Objective 3
Explain the importance of preventing the complications of immobility.
- Objective 4
Identify the principles of ambulation and use of assistive devices.
- Objective 5
Describe how a Certified Nurse Assistant can recognize and report pain.
- Objective 6
Demonstrate the following skills:
 - a. Moving and positioning residents
 - b. Assisting residents to move to the head of bed
 - c. Assist residents to move to the head of the bed using lift/draw sheet and assistant

Students will Know...

- . How to take Vital Signs
- . Admission, discharge, and transfer procedures.
- . How to obtain a height and weight on a patient/resident.
- . How and when to use restraints and ways to avoid their usage.
- . How to maintain and chart fluid intake and output.
- . The guidelines for caring for different types of tubing in the health care field.
- . How to clean and stock a patient/resident unit.
- . How to make an occupied and unoccupied bed.
- . How to apply and remove non-sterile dressings.
- . Their role in oxygen administration

Students will be able to ...

- . Take Vital Signs
- . Admit, transfer, and discharge patients/residents.
- . Obtain height and weight on patients/residents.
- . Use restraints when ordered and how to reduce the need for restraints.
- . Chart intake and output of fluids.
- . Care for various types of tubing in the health care field.
- . Clean and stock and patient/resident unit.
- . Remove and apply non-sterile dressings.
- . perform their duties for oxygen administration

#3 Basic Nursing Skills

Terminology

1. **24 hr. urine collection** – a urine specimen in which all urine is collected for a 24 hour period and tested.
2. **Anus** – the final portion of the large intestine.
3. **apical** – located at the apex of the heart. The most accurate place to take a pulse.
4. **arteries** – vessels that carry blood away from the heart.
5. **Axilla/Axillary** – under the arm pit
6. **bed pan** - an object used for the toileting of a bedridden patient in a health care facility
7. **bedside commode** – a toileting device that can be used at the bedside.
8. **bed cradle** – a metal device that fits over the hospital bed to hold the blankets off of the feet.
9. **bladder** – body organ used to store urine.
10. **blood pressure** - the **pressure** (force per unit area) exerted by circulating **blood** on the walls of **blood** vessels, and constitutes one of the principal vital signs
11. **BM** – Bowel Movement
12. **brachial artery** – artery most often used to take the blood pressure.
13. **Bradycardia** – slow heart rate
14. **Bradypnea** – slow breathing
15. **Briefs** – the appropriate name for adult diapers
16. **Call light** – a device used to communicate that a resident/patient needs a nurse.
17. **Catheter** - a tubular, flexible surgical instrument that is inserted into a cavity of the body to withdraw or introduce fluid
18. **centigrade** – also known as Celsius is a temperature scale that is named after the Swedish astronomer Anders Celsius (1701–1744),
19. **Clean catch/midstream urine** – a urine specimen that must be collected only after cleaning the area.
20. **closed bed**- a bed made with the covers and bed spread in place to indicate that the patient should stay up and about.
21. **Colon** – name for the large intestine.
22. **condom catheter** (external male catheter)

- d. Moving a resident to one side of the bed
- e. Turning a resident away from you
- f. Logrolling a resident using a draw sheet
- g. Assisting a resident to edge of bed to dangle
- h. Proper use of the gait belt
- i. Transferring a resident from a bed to wheelchair or wheelchair to the toilet
- j. Using a mechanical lift
- k. Ambulate a blind resident
- l. Assist a resident with a walker or cane
- m. Demonstrates and verbalizes Range of Motion (ROM) exercises
- n. Pressure Ulcer prevention.
- o. Pain assessment using pain scale.
- p. Positions:
 - Lateral
 - Supine
 - Prone
 - Semi prone/Sim' s
- Enema
 - Semi-Fowlers
 - Fowlers
 - High Fowlers
 - Trendelenberg
 - Reverse Trendelenburg
 - Lithotomy
 - Proper wheelchair/sitting position
- Objective 7 Diseases and Conditions:
 - Atrophy
 - Blood clot
 - Contractures

- a device put over the penis and used to drain urine.
- 23. **constipation** - infrequent bowel movements, pass hard stools or strain during bowel movements
- 24. **Continent** – able to control the release of urine and stool.
- 25. **Defecation** – the act of releasing stool from the bowel.
- 26. **Diaphragm** - a tissue of muscle separating the thorax and abdomen of mammals.
- 27. **Diarrhea** - the frequent passage of loose, watery, soft stools plus bloating, pressure, and cramps commonly referred to as gas
- 28. **Diastolic** - The phase of blood circulation in which the heart's pumping chambers (ventricles) are being filled with blood
- 29. **Digital Thermometer**- a thermometer where the reading is represented as numbers.
- 30. **down drain** – a tube attached to a catheter to drain urine into a bag.
- 31. **Drape** – The procedure of covering a **patient** and surrounding areas with a barrier to provide privacy or to create and maintain a sterile field.
- 32. **draw/lift sheet** – a sheet placed across the middle of the bed to be used to turn or move the resident up in bed.
- 33. **Dyspnea** – painful breathing
- 34. **dysuria** – painful urination
- 35. **ear canal** – the canal that leads from the outside of the ear to the ear drum.
- 36. **enema** - procedure of introducing liquids into the rectum and colon via the anus.
- 37. **Exhale/Expiration** – breathing out
- 38. **Fahrenheit** - a temperature scale named after the physicist Daniel Gabriel **Fahrenheit** (1686–1736)
- 39. **fanfold** – blankets and spread or folded accordion style to the end of the bed indicating that the bed is ready for the resident to return to bed.
- 40. **Fecal impaction** – a solid, immobile bulk of human feces that can develop in the rectum as a result of chronic constipation. The symptoms include leakage of a small amount of brownish fluid.
- 41. **feces** - a waste product from an animal's digestive tract expelled through the anus (or cloaca) during defecation
- 42. **Flatus** - the expulsion through the rectum of a mixture of gases.
- 43. **Footboard** – device put on the end of the

- Decubitus (Pressure) Ulcer
- Pneumonia

Standard 7

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

- Objective 1
Explain how a CNA can make a patient/resident' s environment comfortable, safe, and clean.
- Objective 2
Explain proper placement and answering of call lights.
- Objective 3
Describe the general furniture/equipment and its proper use.
- Objective 4
Explain the general guidelines in making a bed.
- Objective 5
Understand the process of admitting, discharging, and transferring a patient/resident.
- Objective 6
Demonstrate the following skills:
 - a. Bed making Occupied: complete/foundation change only
 - b. Call light placement.
 - c. Weight – standing scale only.
 - d. Height – standing or supine.
 - e. Wheelchair weight.
 - f. Know placement of

- bed to hold blankets off the feet and hold the feet in position to prevent contractures.
44. **Foot drop** - the dropping of the forefoot due to weakness, damage to the Perineal nerve or paralysis of the muscles in the anterior portion of the lower leg
 45. **Fracture pan** – a bed pan used for patients who have fractures.
 46. **Foley catheter** - flexible (usually latex) tubes that are passed through the urethra during urinary catheterization and into the bladder to drain urine.
 47. **Graduate** – a measuring cup used to measure fluids.
 48. **Hyperpnea** – increased breathing
 49. **Hypertension** – high blood pressure
 50. **Hypotension** – low blood pressure
 51. **incontinent/incontinence** – unable to control the release of urine or stool.
 52. **incontinent pad** – a pad used to protect the bed from urine and stool.
 53. **Inhalation/inhale** = breathing air or other substances into the lungs.
 54. **Inspiration** – to breath in
 55. **intravenous** – fluids given to a resident/patient through the vein
 56. **Irregular** – not regular
 57. **Inventory list** – checklist to document the ownership, age, and value of items a person brings with them to the hospital or nursing home.
 58. **leg bag** – a bag attached to the leg to drain urine.
 59. **mitered corner** - a fold at the bottom end of patient bed that is a diagonal joint at corner between hems
 60. **nares** – the nostrils or the nasal passages
 61. **nasogastric tube** - A tube that is passed through the nose and down through the nasopharynx and esophagus into the stomach.
 62. **occupied bed** – a bed that is filled with a person.
 63. **open bed** – a bed with covers fanfolded to the bottom of the bed to indicate the patient/resident and return to bed when they want to.
 64. **Pain** - sensory experience that may be described as the unpleasant awareness of a noxious stimulus or bodily harm
 65. **pan/hat** – a device placed in the toilet to collect a specimen of urine or stool.
 66. **Pulse** - the arterial palpation of a heartbeat
 67. **pulse obliteration** – loss of pulse, a way of

footboard/cradle.

Standard 9

Measuring Vital Signs:

Students will collect baseline information and compare it to normal values.

- Objective 1
List factors which can affect vital signs.
- Objective 2
State normal ranges for vital signs.
- Objective 3
Understand the CNA's role in the use of oxygen.
- Objective 4
Demonstrate the following skills:
 - a. Measure and read oral & rectal glass, electronic and digital thermometers.
 - b. Measure tympanic temperature.
 - c. Measure:
 - Radial pulse
 - Apical pulse
 - Respirations
 - Blood pressure (standing and sitting)
 - Blood pressure pulse obliteration
- Objective 5
Diseases and Conditions:
 - Hypertension
 - Hypotension

Standard 11

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

- Objective 6
To be able to convert ounces to cc/mls

taking blood pressure without a stethoscope.

68. **Quick release knot** - To avoid injury, a **quick release knot** is good to use when tying and restraining a patient/resident. This knot can be quickly undone
69. **radial artery** – the most common artery to take a pulse.
70. **Rectum** - the final straight portion of the large intestine
71. **Respirations**- the number of breaths a person takes in one minute.
72. **Restraint** - something that is fastened to limit somebody's freedom of movement or a medication used to calm or contain someone.
73. **sample/specimen** - sample of body material: a sample used for testing and diagnosis, e.g. of urine or blood
74. **side rails** – rails placed on the side of the bed for patient safety
75. **Sim's** – lying on the side, usually the left with the right knee bent used for giving enemas
76. **Sphygmomanometer** – a machine used to measure blood pressure.
77. **Stethoscope** - is an acoustic medical device for auscultation
78. **Stool** - the waste product of the human digestive system
79. **straight catheter** – a tube inserted into the bladder to drain urine and then is removed.
80. **Suprapubic catheter** – a catheter inserted into the bladder through the abdomen.
81. **Systolic** - The phase of blood circulation in which the heart's pumping chambers (ventricles) are actively pumping blood
82. **Tachycardia** – fast heart rate
83. **Tachypnea** – fast breathing
84. **temperature** - physical property of a system that underlies the common notions of hot and cold
85. **Thermometer** – a device used to measure temperature.
86. **Toe tuck (pleat)** – a pleat put in the bottom of the bed to give toe room to the patient.
87. **Total hip replacement** – where a hip is replaced with a metal device due to arthritis or fracture.
88. **Trapeze** - Equipment placed on the hospital bed that can provide assistance to both the resident and caregiver in pulling them up in bed.
89. **Tympanic** – referring to the ear drum.

- Objective 7
To record intake by percentage and fluid amount and its importance
- Objective 8
Demonstrate the following skills:
 - a. Position resident and serve a meal tray.
 - b. Assist resident at mealtime.
 - c. Feed a resident a complete meal.
 - d. Feed a resident with swallowing difficulties.
 - e. Estimate the amount of solid food eaten.
 - f. Measure and record fluid intake.
 - g. Convert ounces to milliliters/cubic centimeters.

Standard 12
Elimination: Students will understand procedures and processes related to human elimination.

- Objective 3
Demonstrate ability to perform skills outlined.
- Objective 4
Promote resident independence and safety.
- Objective 5
Respect resident' s rights.
- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and

90. **Urinal** - a specialized toileting device for urinating only, generally by males
91. **Urinalysis** - the physical, chemical, and microscopic examination of urine
92. **urinary meatus** – the mouth of the urethra
93. **Veins -** . Vessels that carry blood toward the heart. Veins have valves to prevent the blood from moving backwards
94. **vital signs** - measures of various physiological statistics often taken by health professionals in order to assess the most basic body functions

Abbreviations:

1. **HS - Hour of Sleep**
2. **FBS - Fasting Blood Sugar**
3. **HOB**
4. **FX**
5. **F**
6. **Foley**
7. **HA**
8. **ER**
9. **GI**
10. **H/hr**
11. **GU**
12. **P**
13. **PC**
14. **HT**
15. **H2O**
16. **FUO**
17. **ENT**
18. **GYN**
19. **FF**
20. **GB**

measure/record urine output.

c. Assist with a bedpan/fracture pan.

d. Collect a stool specimen.

e. Assist male residents with urinals.

f. Place and care for bedpan correctly.

g. Assist resident with bedside commode/to bathroom.

h. Empty, position and provide catheter care.

i. Discard, change the down drain and document.

j. Measure output correctly using graduate container.

k. Ostomy care.

l. Knowledge of and care for resident needing an enema.

m. Specimen collection:

- Simple urinalysis
- Simple stool
- Clean catch/midstream

Personal Care



(Week 6, 2

Weeks)

UT: CTE: Health Education,
 UT: Grades 9-12, Nurse
 Assistant
 Standard 6
 Body Mechanics / Ergonomics
 and Assisting the Patient with
 Mobility: Students will
 understand the principles
 related to patient mobility.

- Objective 1
 Describe the principles of body mechanics and transferring.
- Objective 2
 Describe the principles of

Students will Know...

- . How to bath a patient/resident depending on their degree of independence.
- . How to provide fingernail care.
- . Who provides toenail care.
- . How important personal grooming is to maintaining good self esteem for

Students will be able to ...

- . Determine the level of assistance needed to bathe a patient/resident.
- . Provide fingernail care and know their role in providing toenail care.
- . Assist the patient/resident with personal grooming.
- . Maintain good skin integrity for the patient resident.
- . Assist the patient/resident to dress while maintain as much

#4 Personal Care Skills

Terminology

1. **ADL's** - (ADLs) is a term used in healthcare to refer to daily self-care activities within an individual's place of residence, in outdoor environments, or both. **Health professionals** routinely refer to the ability or inability to perform ADLs as a measurement of the functional status of a person, particularly in regards to people with **disabilities** and the **elderly**.
2. **Ambulate** - is one of the main **gaits** of **locomotion** among legged animals, and is typically slower than **running** and other gaits.

positioning and resident placement.

- Objective 3
Explain the importance of preventing the complications of immobility.
- Objective 4
Identify the principles of ambulation and use of assistive devices.
- Objective 6
Demonstrate the following skills:
 - a. Moving and positioning residents
 - b. Assisting residents to move to the head of bed
 - c. Assist residents to move to the head of the bed using lift/draw sheet and assistant
 - d. Moving a resident to one side of the bed
 - e. Turning a resident away from you
 - f. Logrolling a resident using a draw sheet
 - g. Assisting a resident to edge of bed to dangle
 - h. Proper use of the gait belt
 - i. Transferring a resident from a bed to wheelchair or wheelchair to the toilet
 - j. Using a mechanical lift
 - k. Ambulate a blind resident
 - l. Assist a resident with a walker or cane
 - m. Demonstrates and verbalizes Range of Motion (ROM) exercises

patients/residents.

. What is required to maintain the integrity of the skin.

. How to assist the patient/resident to dress while maintaining as much independence as possible.

. How important maintaining independence is to self esteem.

. How to position a patient to maintain alignment, comfort, and decrease effects of disuse.

. How to use assistive devices for ambulation

independence as possible.

. Position a patient/resident.

. Use assistive devices in ambulating patients/residents

3. **AM care** – nursing care given in the morning.
4. **Alignment** - the adjustment of an object in relation with other objects.
5. **bony prominence** – Where bones are closest to the skin.
6. **cane** – a stick that offers support and stability when walking.
7. **crutches** - supports to provide the patient with extra stability to enable normal movement
8. **denture** – false teeth
9. **decubitus ulcer / pressure ulcer bed sore** - an area of skin that breaks down when you stay in one position for too long without shifting your weight
10. **edema** - swelling
11. **emesis basin** – a container used to catch vomit.
12. **Epidermis** – top layer of skin
13. **Expectorate** - to eject or expel matter, as phlegm, from the throat or lungs by coughing or hawking
14. **Fowler's** - a position in which the body is face up and the head is at a 45, degree angle with the knees gatched.
15. **gait** - the pattern of **movement** of the **limbs**
16. **gait belt/transfer/** - a part of clothing worn around the waist for health care worker to hold on to in order to assist a patient to ambulate or transfer..
17. **Grooming** – a hygienic activity (caring for physical appearance)
18. **Hemiplegic** – paralysis on one half of the body.
19. **High-Fowlers** - a position in which the body is face up and the head is at a 90 degree angle with the knees gatched.
20. **HS/PM care** - Nursing care given in the evening.
21. **Hygiene** – care given to keep the body clean.
22. **Labia** – the folds (lips) covering the vagina
23. **Lateral** – lying on the side.
24. **Log roll** – turning a patient as one like a log. Requires two people to accomplish
25. **mechanical lift** - custom built with heavy duty hydraulic **lifts** which are designed to satisfy the heaviest material handling
26. **Mobility skills** – skills necessary to move and get around.
27. **Mucous Membrane** – a membrane that produces a slippery secretion in the body known as mucous.

- n. Pressure Ulcer prevention.
- o. Pain assessment using pain scale.
- p. Positions:
 - Lateral
 - Supine
 - Prone
 - Semi prone/Sim' s
- Enema
 - Semi-Fowlers
 - Fowlers
 - High Fowlers
 - Trendelenberg
 - Reverse Trendelenburg
 - Lithotomy
 - Proper wheelchair/sitting position
- Objective 7 Diseases and Conditions:
 - Atrophy
 - Blood clot
 - Contractures
 - Decubitus (Pressure) Ulcer
 - Pneumonia

Standard 10
Hygiene and Grooming:
Students will discuss the importance of bathing, oral care, skin care, and personal grooming.

- Objective 1 Explain the importance of cleanliness, good hygiene, and grooming.
- Objective 2 Describe the general rules related to bathing patients and the observations to make.
- Objective 3 Identify the safety precautions for patients taking tub

28. **Non-skid soles** – socks or shoes with soles designed not to slip.
29. **Oral** - the mouth, the first portion of the alimentary canal that receives food and saliva; speech communication
30. **Pediculosis** - is an infestation of lice — blood-feeding **ectoparasitic insects** of the order **Phthiraptera**.^{[1][2]} The condition can occur in almost any species of warm-blooded animal (i.e., **mammals** and **birds**), including **humans**.^{[1][2]} Although "pediculosis" in humans may properly refer to lice infestation of any part of the body, the term is sometimes used loosely to refer to *pediculosis capitis*, the infestation of the human head with the specific **head louse**.
31. **Penis** - an external sexual organ of certain biologically male organisms
32. **Perineal care** – hygiene for the triangular area of the body between the anus and vagina.
33. **Perineum** – the triangular area of the body between the anus and vagina.
34. **Pivot** – turn
35. **Prone** – a position where the body is face down.
36. **Rotation** – The act or process of turning around a center or an axis
37. **Semi-Fowlers** - a position in which the body is face up and the head is at a 30 degree angle with the knees gatched.
38. **Supine** – a position in which the body is placed face up.
39. **Supportive devices** – Supportive Devices, like casts, splints and braces protect broken or injured bones so they can help reduce pain, swelling and help the bone heal. While they primarily support bones, it is common to have a supportive device for muscles and ligaments.
40. **Trendelenberg** - a position in which the body is face up and the head is lower than the feet.
41. **Unconscious** – not awake and alert.
42. **Vomiting/emesis** - (known medically as **emesis** and informally as throwing up and by a number of other terms) is the forceful expulsion of the contents of one's stomach
43. **walker** - walking frame is a tool for disabled or elderly people who need additional support to maintain balance or stability while walking

- baths or showers.
- Objective 4
Identify the purposes of perineal care.
- Objective 5
Describe the principles of skin care.
- Objective 6
Identify the purposes of a back massage.
- Objective 7
Explain the importance of oral hygiene and list the observations to report.
- Objective 8
Explain the importance of hair care, shaving, nail and foot care.
- Objective 9
Demonstrate the following skills:
 - a. Baths
 - Complete bed bath
 - Partial bed bath
 - Tub bath
 - Shower
 - Sitz bath
 - b. Back rub / massage
 - c. Perineal care.
 - Male
 - Female
 - d. Hair care/shampoo.
 - Bed
 - Tub
 - Sink
 - e. Mouth care:
 - Dentures
 - Natural teeth
 - Unconscious patient/resident with aspiration precautions
 - f. Shaving:
 - Electric
 - Safety/blade
 - g. AM care.
 - h. HS/PM care

ABBREVIATIONS

1. MRSA - Methicillin Resistant Staphylococcus Auerius
2. Kg - Kilogram
3. IV – Intravenous
4. I&O - Intake and Output
5. Lab – Laboratory
6. L/lt – Left
7. L - Liter
8. LOC - Loss of Consciousness Level of Consciousness
9. LTC – Long Term Care
10. LOA – Leave of Absence
11. LPN - Licensed Practical Nurse
12. Lb. - Pound
13. MI – Myocardial Infarction
14. MS - Multiple Sclerosis
15. NAS - No Added Salt
16. NCR - No Cardiac Resuscitation
17. Meds - Medication
18. Ml. - Milliliter
19. TB - Tuberculosis

IM - Intramuscular

- (bedtime).
- i. Nail care/foot care.
- j. Dressing/undressing patient/resident.

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 4
Promote resident independence and safety.
- Objective 5
Respect resident' s rights.
- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and measure/record urine output.
 - c. Assist with a bedpan/fracture pan.
 - d. Collect a stool specimen.
 - e. Assist male residents with urinals.
 - f. Place and care for bedpan correctly.
 - g. Assist resident with bedside commode/to bathroom.
 - h. Empty, position and provide catheter care.
 - i. Discard, change the down drain and document.
 - j. Measure output correctly using graduate container.
 - k. Ostomy care.
 - l. Knowledge of and

care for resident needing an enema.
 m. Specimen collection:
 • Simple urinalysis
 • Simple stool
 • Clean catch/midstream

Nutrition and Hydration 
 (Week 7, 2 Weeks)


UT: CTE: Health Education, UT: Grades 9-12, Nurse Assistant Standard 11
 Nutrition: Students will understand the goals of following a diet that provides your body with a balanced amount of the essential nutrients.

- Objective 1
To safely serve residents meals.
- Objective 2
To understand the food pyramid and its importance
- Objective 3
To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions
- Objective 4
To learn the different types of textures residents require for their meals.
- Objective 5
To understand why to thicken liquids, the types of thickening and who makes the order to thicken liquids.
- Objective 8
Demonstrate the following skills:
 a. Position resident and serve a meal

Students will Know...

- . How and when to perform ROM exercises.
- . How to apply TED hose.
- . How to use the MyPyramid to ensure proper nutrition.
- . How and when to apply Heat and Cold.
- . What the 6 major nutrients are and how they affect nutrition.
- . What special diets are, when they would be used and for what diseases/disorders.
- . How to maintain fluid balance.
- . How to assist patients/residents with special needs to eat.
- . Recognize eating and swallowing problems and how to assist those who have them.

Students will be able to ...

- . Perform ROM.
- . Apply TED hose
- . Use the MyPyramid to determine proper nutrition.
- . Apply heat and cold applications.
- . Use the 6 major nutrients to assist patient/residents heal or maintain a good level of health.
- . Recognize special diets and what foods are appropriate for each.
- . Feed residents with special needs
- . Assist patients/residents with eating swallowing problems to maintain good health.

#5 NUTRITION and HYDRATION

Terminology

1. **Active Assisted Range of Motion**

The patient resident is taught to do their own range of motion.

1. **Abduction** – moving away from the center.
2. **Active range of motion** – where the joints are put through their normal movement by the individual.
3. **Adduction** – moving toward the center
4. **Atrophy** – loss of development of a muscle.
5. **Carbohydrates** - one of the main types of food. Your liver breaks down **carbohydrates** into glucose (blood sugar).
6. **Contracture** – loss of motion in a joint.
7. **Clear Liquid Diet** - a **diet** containing no solid foods and no liquid foods that you cannot see through is often prescribed for gastrointestinal illness or before or after certain types of surgery
8. **Dehydration** – The excessive loss of body fluids.
9. **Diabetic Diet** - The **diet** most often recommended for people who suffer from **diabetes** mellitus is high in **dietary** fiber, especially soluble fiber, but low in fat (especially saturated fat).
10. **Dietician** - is an expert in food and nutrition. Dietitians help promote good health through proper food choices.
11. **Dietary Aid** – Tools used to assist a person in eating. Or person who assists a Dietician.
12. **Dysphagia** – Difficulty swallowing.
13. **Extension** – increasing an angle of a joint.
14. **fat** - a major source of energy and aids your body in absorbing vitamins. It's important for proper growth, development and keeping you healthy.

- tray.
- b. Assist resident at mealtime.
- c. Feed a resident a complete meal.
- d. Feed a resident with swallowing difficulties.
- e. Estimate the amount of solid food eaten.
- f. Measure and record fluid intake.
- g. Convert ounces to milliliters/cubic centimeters.
- Objective 9 Diseases and Conditions:
 - Aspiration
 - Dysphagia

Standard 15
 Rehabilitation and Restorative Care: Students will understand the goals of rehabilitation and restorative care.

- Objective 5 Demonstrate the following skills:
 - a. Apply cold pack or warm compress.
 - b. Application of anti-embolism stockings (ted hose) thigh and knee high.
 - c. Verbalize active range of motion of lower and upper extremities.
 - d. Perform passive range of motion exercises.

15. **Flexion** – decreasing the angle of a joint.
16. **Fluid restrictions** – limiting the amount of fluids one may drink based on the amount of urine output and weight gain between dialysis treatments.
17. **Food Pyramid** - suggested optimal nutrition guidelines for each **food** category, per day.
18. **Force fluids** – Give patient/resident fluids frequently.
19. **Full Liquid Diet** - The **Full Liquid Diet** is a **diet** which is intermediate between the clear **liquid** and mechanical soft **diet** in characteristics. All fluids are allowed on this diet.
20. **Inflammation** – a reaction of tissue to irritation, injury, or infection. In response the tissue swells.
21. **Joint** – the location at which two or more bones make contact to allow movement and support.
22. **Ligament** – a piece of tissue that connects a bone to a bone.
23. **Mechanical Soft** - provides foods which can be ingested with a minimum of chewing but provides more calories and bulk than the Full Liquid Diet.
24. **Metabolism** - the set of chemical reactions that happen in living organisms to maintain life. Inclusive term for the chemical reactions by which the cells of an organism transform energy, maintain their identity, and reproduce
25. **NPO** – nothing by mouth
26. **Passive range of motion** - where the joints are put through their normal movement by someone other than the individual.
27. **Proteins** - are organic compounds made of amino acids arranged in a linear chain.
28. **Regular diet** - a full, well balanced **diet** containing all of the essential nutrients needed for optimal growth, tissue repair.
29. **Sodium** - an element which has the symbol Na atomic number 11, atomic mass 23 [g/mol], and a common oxidation number, also known as salt.
30. **Soft Diet** - A normal **diet** limited to **soft**, easily digestible foods.
31. **Tendon** – a tissue that connects a muscle to a bone.
32. **Total parenteral nutrition** - A special intravenous (IV) catheter is placed in a large vein in the chest or arm. It can stay in place for as long as needed. A special

liquid food mixture given into the blood through the intravenous (IV) catheter (needle in the vein).

Abbreviations=

1. Neg
2. Oob
3. Ortho
4. NG
5. OT
6. Ortho
7. Oz
8. P
9. Pc
10. Per
11. Peri
12. PO
13. Pt.
14. PT
15. Q
16. PM
17. Postop
18. Preop
19. Prn
20. NKA
21. Noc

Body Systems and Diseases

 (Week 8, 5 Weeks) 

UT: CTE: Health Education,
UT: Grades 9-12, Nurse
Assistant
Standard 3
Communication: Students will
understand the various
methods of giving and
obtaining information.

- Objective 2
Identify information
gathering techniques.
- Objective 3
Discuss how and
when to report
observations.
- Objective 5
Demonstrates the
following skills:
 - Demonstrate ability
to converse with
residents.
 - Give verbal report.
 - Ability to

Students will Know...

What changes with aging
occur with each body
system.

What the S/S, DX, TX are
done for each required
chronic/acute conditions

What NA skills are required
in caring for each required
chronic/acute conditions

Students will be able to ...

. Discuss each body system
anatomy/physiology/changes with
aging/changes to report.

. Discuss each required
disease/disorder including
description/diagnostics/treatment and
nursing care.

#6 BODY SYSTEMS

Terminology

1. **Alveoli** - the final branchings of the respiratory tree and act as the primary gas exchange units of the lung
2. **Anemia** – low red blood cell level.
3. **Angina pectoris** – heart pain usually related to heart attack.
4. **Anorexia** – loss of appetite. May also be known as anorexia nervosa which is an eating disorder where an individual always thinks they look fat despite dangerous weight loss.
5. **anxiety** - a **psychological** and **physiological** state characterized by **cognitive, somatic, emotional,** and **behavioral** components.[1] These components combine to create an **unpleasant** feeling that is typically associated with uneasiness, **fear,** or **worry.**

document/chart correctly.
• Gives signs of declining condition.

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

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

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

- Objective 7
Diseases and Conditions:
 - Atrophy
 - Blood clot
 - Contractures
 - Decubitus (Pressure) Ulcer
 - Pneumonia

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

- Objective 4
Demonstrate the following skills:
 - a. Measure and read

6. **Blood clot** - or coagulation, is an important process that prevents excessive bleeding when a blood vessel is injured. They can become dangerous if they attach to a blood vessel or float freely in the body.
7. **Blood Sugar** - a test that measures the amount of a type of sugar, called glucose, in your **blood**.
8. **bowel obstruction** - a mechanical or functional **obstruction** of the intestines, preventing the normal transit of fecal material through the bowel
9. **Brain** - the center of the human nervous system.
10. **Bronchi** - a passage of airway in the respiratory tract that conducts air into the lungs. [1] No gas exchange takes place in this part
11. **Cardiac** - referring to the heart and circulatory system.
12. **Central Nervous System** - is composed of the brain and spinal cord. Your brain and spinal cord serve as the main "processing center" for the **entire** nervous system. Includes the brain and spinal cord.
13. **Colostomy** - a surgical procedure that involves connecting a part of the colon onto the anterior abdominal wall, leaving the patient with an opening on the abdomen called a stoma.
14. **Confusion** - usually refers to loss of **orientation** (ability to place oneself correctly in the world by time, [1] location, [1] and/or personal identity [1]) sometimes accompanied by disordered **consciousness** [1] and often **memory** (ability to correctly recall previous events or learn new material)
15. **Cyanosis/cyanotic** - is the appearance of a blue or purple coloration of the skin or mucous membranes due to the tissues near the skin surface being low in oxygen.
16. **Cystitis** - inflammation of the urinary bladder also known as UTI.
17. **Dementia** - meaning "deprived of mind") is the progressive and long-term decline in **cognitive function** due to damage or **disease** in the body beyond what might be expected from normal **aging**
18. **Dialysis** - a procedure that performs many of the normal duties of the kidneys, like filtering waste products from the blood, when the kidneys no longer work adequately

- oral & rectal glass,
electronic and digital
thermometers.
- b. Measure tympanic
temperature.
- c. Measure:
 - Radial pulse
 - Apical pulse
 - Respirations
 - Blood pressure
(standing and sitting)
 - Blood pressure
pulse obliteration

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and measure/record urine output.
 - c. Assist with a bedpan/fracture pan.
 - d. Collect a stool specimen.
 - e. Assist male residents with urinals.
 - f. Place and care for bedpan correctly.
 - g. Assist resident with bedside commode/to bathroom.
 - h. Empty, position and provide catheter care.
 - i. Discard, change the down drain and document.
 - j. Measure output correctly using graduate container.
 - k. Ostomy care.

19. **Edema** - swelling
20. **Epiglottis** - the flap that sits at the base of the tongue, which keeps food from going into the trachea
21. **Erection** – An **erection** of the penis, clitoris or a nipple is its enlarged and firm state. It is the result of a complex interaction of psychological, neural, vascular and endocrine factors
22. **Esophagus** – the tube extending from the throat to the stomach through which food passes.
23. **Estrogen** – the primary female sex hormone.
24. **Fallopian tubes** – also known as oviducts, uterine **tubes**, and salpinges (singular salpinx) are two very fine **tubes** lined with cilia.
25. **Gastrointestinal** – referring collectively to the stomach, small and large intestines.
26. **Glucometer** – a device used to measure blood sugar levels.
27. **Hemorrhoids** – Small swelling, occurring in or around the rectum or at the anus, caused by enlargement of the superficial veins
28. **Hormones** – chemicals released by cells that affect cells in other parts of the body.
29. **Ileostomy** – a surgical procedure that involves connecting a part of the small intestines onto the anterior abdominal wall, leaving the patient with an opening on the abdomen called a stoma
30. **Impotence** - is a sexual dysfunction characterized by the inability to develop or maintain an erection of the penis sufficient for satisfactory ejaculation of sperm.
31. **Insulin** – a hormone that has extensive effects on metabolism and other body functions
32. **Integumentary** – the organ system that protects the body from damage
33. **Intercourse** – also known as copulation or coitus, commonly refers to the act in which the male reproductive organ enters
34. **Joint** – a place where two bones come together to create movement.
35. **Kidney** – The kidney bean shaped structure in the urinary system. Two in each system that makes and drains urine.
36. **Kidney failure** – a situation in which the kidneys fail to function adequately
37. **Kidney stone** – a stone that grows in the kidney and blocks drainage of urine to the bladder.

- I. Knowledge of and care for resident needing an enema.
- m. Specimen collection:
 - Simple urinalysis
 - Simple stool
 - Clean catch/midstream
- Objective 7 Diseases and Conditions:
 - a. Bowel Obstruction.
 - b. Colon Cancer.
 - c. Dialysis.
 - d. Diarrhea.
 - e. Fecal Impaction.
 - f. Hemorrhoids.
 - g. Incontinence.
 - h. Kidney failure.
 - i. Kidney stone.
 - j. Urinary Tract Infection.

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

- Objective 1
The definitions of the key terms listed in each body system module
- Objective 2
Explain the basic structures and function of each system
- Objective 3
Describe basic diseases of each system
- Objective 4
Describe any changes to report to the nurse
- Objective 5
Common Diseases

38. **Large intestine** – also known as the colon where final digestion takes place and water is absorbed and feces is prepared for removal from the bowel.
39. **Larynx** – known as the voice box, is an organ in the neck of mammals involved in protection of the trachea and sound production.
40. **Ligament** – a piece of tissue that connects a bone to a bone.
41. **Malignant** – (from the Latin roots *mal*, "badly" and *-gnus*, "born") is the tendency of a medical condition, especially [tumors](#), to become progressively worse and to potentially result in death.
42. **Masturbation** – refers to sexual stimulation, especially of one's own genitals (self **masturbation**), often to the point of orgasm
43. **Menopause** – the permanent end of menstruation and fertility, is a natural biological process, not a medical illness.
44. **Nares** – the nostrils or nasal passages.
45. **Nerves** – specialized cells that coordinate the actions of an [animal](#) and transmit signals between different parts of its body
46. **Ovaries** – The female sex organs that make eggs and female hormones
47. **Ovum** – meaning egg or egg cell.
48. **Pace maker** – artificial device placed in the body to regulate the heartbeat.
49. **Pallor** - a reduced amount of oxy hemoglobin in skin or mucous membrane, a pale color which can be caused by illness, emotional shock or stress, (pale)
50. **Pancreas** – It is both an [endocrine gland](#) producing several important [hormones](#), including [insulin](#), [glucagon](#), and [somatostatin](#), as well as an [exocrine gland](#), secreting [pancreatic juice](#) containing [digestive enzymes](#) that pass to the [small intestine](#).
51. **Paraplegia** – one who has paralysis of the lower portion of the body.
52. **Peripheral nervous system** -consists of the nerves and [ganglia](#) outside of the [brain](#) and [spinal cord](#).^[1] The main function of the PNS is to connect the [central nervous system](#) (CNS) to the limbs and organs
53. **Peristalsis** – the contraction of smooth muscles to propel contents through the digestive tract
54. **Phantom pain** – **pain** sensations are described as perceptions that an individual

and Disorders related
to specific system

Standard 14
Cognitive Impairment and
Mental Illness: Students will
discuss principles to follow
when caring for cognitively
altered conditions and mentally
ill patients.

- Objective 1
Identify general
principles to follow in
caring for cognitively
altered and mentally
ill residents.
- Objective 2
Define ways to
modify care when
caring for cognitively
altered and mentally
ill residents.
- Objective 3
Define the role of
social services.

- experiences relating to a limb or an organ
that is not physically part of the body.
55. **Pneumonia** – an inflammation of your
lungs, usually caused by infection. Bacteria,
viruses, fungi or parasites can cause
pneumonia.
 56. **Prostate** – (from [Greek](#) *προστάτης* -
prostates, literally "one who stands before",
"protector", "guardian"[1]) is a compound
tubuloalveolar [exocrine gland](#) of the male
[reproductive system](#)
 57. **Quadriplegia** – one who has paralysis
involving all four limbs.
 58. **Rash** – a change of the skin which affects
its color, appearance or texture.
 59. **Saliva** – the watery and usually frothy
substance produced in the mouths of
humans and most other animals
 60. **Scrotum** – The skin on the outside of the
body covering the testes in the male.
 61. **Seizure** – referred to as a **fit**, is defined as
a transient symptom of "abnormal
excessive or synchronous neuronal activity
in the brain"
 62. **Sexuality** – how people experience the
erotic and express themselves as sexual
beings
 63. **Small intestine** – the part of the
[gastrointestinal tract](#) following the [stomach](#)
and followed by the [large intestine](#), and is
where much of the [digestion](#) and absorption
of food takes place.
 64. **Sperm** – refers to the male reproductive
cells.
 65. **Spinal cord** – a long, thin, tubular bundle of
nervous tissue and support cells that
extends from the brain.
 66. **Stress** - refers to the consequences of the
failure of a human or animal body to
respond appropriately to emotional or
physical threats to the organism
 67. **Sundowning** – the occurrence or increase
of one or more abnormal behaviors in a
[circadian rhythm](#). [1] Sundowning typically
occurs during the late afternoon, evening,
and night, hence the name. It occurs in
persons with certain forms of [dementia](#) and
[psychosis](#), such as seen in [Alzheimer's
disease](#).
 68. **Tendon** – a piece of tissue that attaches a
muscle to a bone.
 69. **Testes** – meaning "witness" [of virility], [1]
plural **testes**) is the male generative gland
in animals.

70. **Testosterone** – steroid hormone from the androgen group. In mammals, **testosterone** is primarily secreted in the testes of males and the ovaries of females, although small amounts are also secreted by the adrenal glands. It is the principal male sex hormone and an anabolic steroid
71. **Thyroid** – one of the largest endocrine glands in the body. This gland is found in the neck inferior to (below) the **thyroid** cartilage



Trachea – an airway through which respiratory air passes

1. **Ureters** – tubes used to drain urine from the pelvis of the kidney to the bladder.
2. **Urethra** – the tube that drains urine from the bladder to the outside of the body.
3. **Urinary tract infection** – UTI an inflammation in the urinary tract also known as cystitis
4. **Uterus** – a major female hormone-responsive reproductive sex organ of most mammals, including humans. It is within the **uterus** that the foetus develops
5. **Vagina** – the stretchable opening into the uterus close to the anus
6. **Veins** – vessels that carry blood back to the heart.
7. **Vulva** – the external genital organs of the female.

ABBREVIATIONS

1. qd - every day
2. qhs - every hour of sleep
3. qh - every hour
4. q2h - every two hours
5. qid - four times a day
6. R/rt - Right
7. RACE Rescue Alert Contain Extinguish

Understanding Your Resident

 (Week 13, 2 Weeks) 

UT: CTE: Health Education, UT: Grades 9-12, Nurse Assistant Standard 8

Basic Human Needs: Students will recognize that all human beings share common needs.

- Objective 1
Identify basic needs for maintaining life and mental well being.
- Objective 2
Recognize physical, mental, psychosocial, and sexuality needs of the elderly.
- Objective 3
Recognize, understand, and respect a patient' s/resident' s need for cultural, religious and

. The importance of allowing the patient/resident to be as independent as possible.

. Maslow's Hierarchy of needs.

. Culture/religion play and important part in how a patient/resident responds to medical care.

. That inactivity causes/increases medical problems for the patient/resident.

. Family members should be included as part of the health care team.

. The stages of human

. Recognize what ADL's a patient/resident is capable of completing.

. Allow patients/residents to do as much of their own care as they are capable of doing.

. Recognize that basic needs of the patient/resident must be met for quality care/life.

. Incorporate a patient/residents culture/religion into the plan for care.

. Assist the patient/residents to be as active as their condition will allow.

. Maintain confidentiality of the patient/resident while including family as part of the healthcare team.

. Test a patient/residents ability to

8. RBC - Red Blood Cell or Count

9. Reg - Regular

10. Rehab - Rehabilitation

11. ROM - Range of Motion

12. RN - RN

13. RT - Recreational/Respiratory Terapy

14. Rx - Perscription

15. s - Without

16. SNF - Skilled Nursing Facility

17. SOB - Shortness of Breath

18. Supp - Suppoisitory

19. SSE - Soap suds Enema

#7 Understanding Your Residents

Terminology

1. **Advance directive** - also known as **living will, personal directive, advance directive, or advance decision**, are instructions given by individuals specifying what actions should be taken for their health in the event that they are no longer able to make decisions due to illness or incapacity, and appoints a person to make such decisions on their behalf.
2. **Belief** - acceptance of truth of something: acceptance by the mind that something is true or real, often underpinned by an emotion.
3. **Belonging** - be property of somebody or something: to be the property of a person or organization

be linked to somebody or something: to be linked to a particular person, group, place, or time by a

<ul style="list-style-type: none"> individual beliefs. Objective 4 Verbalizes how to promote resident independence. 	<p>development.</p> <ul style="list-style-type: none"> . Patients/residents with disabilities must be given accommodations in their care. 	<p>perform age appropriate tasks.</p> <ul style="list-style-type: none"> . Accommodate a patient/residents disability in their care. 	<p>relationship such...</p> <p>be classified as part of something: to be part of a class or group</p>
<p>Standard 11 Nutrition: Students will understand the goals of following a diet that provides your body with a balanced amount of the essential nutrients.</p> <ul style="list-style-type: none"> Objective 3 To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions 	<ul style="list-style-type: none"> . The stages of the grieving process. . Nursing care/observation of the patient/resident who is dying. 	<ul style="list-style-type: none"> . Recognize the stages of the grieving process and identify techniques they can use to assist the patient/resident to move through the stages. . Recognize the signs of approaching death and how to care for the patient/resident. 	<ol style="list-style-type: none"> 1. Cheyne-stokes – a rate of breathing characterized by rapid shallow breathing interspersed with no breathing at all. 2. Circumcused penis – a penis in which the foreskin has been removed. 3. Clergy - the generic term used to describe the formal religious leadership within a given religion 4. Culture - shared beliefs and values of group: the beliefs, customs, practices, and social behavior of a particular nation or people 5. Customs - a habitual practice; the usual way of acting in given circumstances. 6. Death rattle - is a medical term that describes the sound produced by someone who is near death when saliva accumulates in the throat. Those who are dying may lose their ability to swallow, resulting in such an accumulation. While death rattle is a strong indication that someone is near death,^[1] it can also be produced by other problems that cause interference with the swallowing reflex, for instance, brain injuries 7. Empathy - the capability to share your feelings and understand another's emotion and feelings. It is often characterized as the ability to "put oneself into another's shoes" 8. Expire – to die 9. Faith - the confident belief or trust in the truth of or trustworthiness of a person, idea, or thing 10. Holism - philosophical theory: the view that a whole system of beliefs must be analyzed rather than simply its individual components. 11. Life support system - is a group of devices that allow a human being to survive. is a group of devices that allow a human being to survive 12. Living will - A living will is one form of advance directive, leaving instructions for treatment 13. Love - any of a number of emotions and experiences related to a sense of strong affection [1] and attachment 14. Maslow's hierarchy - a theory in psychology, proposed by Abraham Maslow
<p>Standard 16 Death and Dying: Students will describe the needs and care of a dying patient.</p> <ul style="list-style-type: none"> Objective 1 Identify the needs of the dying resident. Objective 2 List and define the five stages of Kubler-Ross' s grieving process. Objective 3 Describe death with dignity. Objective 4 Identify physical care of the dying patient. Objective 5 Perform post mortem care. Objective 6 Demonstrate the following skills: <ul style="list-style-type: none"> a. Post mortem care. b. Observation for changes in death and 			

dying.
c. Give signs of declining condition.

- in his 1943 paper.
15. **Mottling** - To mark with spots or blotches of different shades or colors. n. A spot or blotch of color.
 16. **physical** - exam
 17. **post mortem** – after death or an autopsy
 18. **psychosocial** - refers to one in psychological development in and interaction with a social environment.
 19. **Race** - usually refers to the categorization of humans into populations or groups on the basis of various sets of heritable characteristics
 20. **Religion** - an organized approach to human spirituality which usually encompasses a set of narratives, symbols, beliefs and practices, often with a supernatural or transcendent.
 21. **Rigor mortis** - (Latin meaning "stiffness of death") is one of the recognizable signs of death that is caused by a chemical change in the muscles after death, causing the limbs of the corpse to become stiff and difficult to move or manipulate.^[1] In humans it commences after about 3 hours, reaches maximum stiffness after 12 hours, and gradually dissipates until approximately 72 hours (3 days) after death.
 22. **Safety** - the state of being "safe" (from French *sauve*), the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.
 23. **Security** - the degree of protection against danger, damage, loss, and crime.
 24. **Self esteem** - a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame
 25. **Spiritual** - a belief in a power operating in the universe that is greater than oneself; a sense of interconnectedness with all living creatures; and an awareness of the purpose and meaning of life and the development of personal, absolute values.
 26. **Spiritual needs** - humanistic qualities such as love, compassion, patience, tolerance, forgiveness, contentment, responsibility,

Rehabilitation and Restorative

Care  (Week 15, 2 Weeks) 

UT: CTE: Health Education,
UT: Grades 9-12, Nurse
Assistant
Standard 6
Body Mechanics / Ergonomics
and Assisting the Patient with
Mobility: Students will
understand the principles
related to patient mobility.

- Objective 7
Diseases and
Conditions:
 - Atrophy
 - Blood clot
 - Contractures
 - Decubitus
(Pressure) Ulcer

. That promoting
independence can restore
a person to the highest
level of functioning.

. What assistive devices
are and how they are used.

. What techniques are used
to promote bowel and
bladder function.

. The types of prosthetics
that are available and how
to care for them.

.Recognize the value of assisting a
person to gain the highest level of
functioning for them.

. Explain what assistive devices are
and how they can be used to
increase independence.

.Organize a care plan to improve
bowel and bladder function.

. Explain the types of prosthetics and
how to care for them.

REHABILITATION/RESTORATIVE SERVICES Terminology

1. **Adaptive devices** - are **devices** that are used to assist with completing **activities of daily living**. **Bathing**, dressing, **grooming**, toileting, and feeding are self-care **activities** that are including in the spectrum of activities of daily living (ADLs).
2. **Bladder retraining** – a program designed to empty the bladder at a convenient time.
3. **Bowel retraining** – a program designed to empty the bowel at a convenient time.
4. **Prosthesis** - an artificial substitute for a missing body part, such as an arm, leg, eye, or tooth; used for functional or cosmetic reasons.
5. **Rehabilitation** – To enhance and restore functional ability and quality of life to those

ABBREVIATIONS

1. **URI - upper respiratory infection**
2. **SX symptoms**
3. **T- Temperature**
4. **UA - urinalysis**
5. **WBC white blood cell**
6. **TCDB - turn cough deep breathe**
7. **TED HOSE –antiembolism stockings**
8. **STAT - immediately**
9. **TPR – temperature,pulse, respirations**
10. **TLC – total lung capacity**
11. **WT - wieght**
12. **RT – recreational therapy**
13. **TID**
14. **TX**
15. **WNL**
16. **W/C**
17. **TSP**
18. **WNL**
19. **i,ii,iii**

27. **Uncircumcised** – a penis that has not had the foreskin removed.
28. **Values** - those things that really matter to each of us ... the ideas and beliefs we hold as special.
29. **spiritual needs** - means different things to different people. It may include faith or what provides a sense of fulfillment or accomplishment

- Pneumonia

Standard 11

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

- Objective 9
Diseases and Conditions:
 - Aspiration
 - Dysphagia

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 1
Identify basic structures and functions of the urinary and digestive system.
- Objective 2
Define terminology related to elimination.
- Objective 3
Demonstrate ability to perform skills outlined.
- Objective 4
Promote resident independence and safety.
- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and measure/record urine output.
 - c. Assist with a bedpan/fracture pan.
 - d. Collect a stool

- with physical impairments or disabilities
6. **Restoration** – to restore an individual to as close to their former state of independence as possible.
 7. **Restorative nursing care** - To restore to useful life, as through therapy and education or To restore to good condition, operation, or capacity.
 8. **Self Care Deficit** – When an individual is very unable to meet their own self-care requisites, a "self-care deficit" occurs. It is the job of the **Registered Nurse** to determine these deficits, and define a support modality
1. **Orthosis** - An artificial, man made, support for existing limbs to increase their ability to function

ABBREVIATIONS

1. NKA = no known allergies
2. dd = down drain
3. + = positive
4. ff = force fluids
5. NPO = nothing by mouth
6. OD = right eye
8. O2 = oxygen
9. < = less than
10. > = greater than
11. - = negative

- specimen.
- e. Assist male residents with urinals.
- f. Place and care for bedpan correctly.
- g. Assist resident with bedside commode/to bathroom.
- h. Empty, position and provide catheter care.
- i. Discard, change the down drain and document.
- j. Measure output correctly using graduate container.
- k. Ostomy care.
- l. Knowledge of and care for resident needing an enema.
- m. Specimen collection:
 - Simple urinalysis
 - Simple stool
 - Clean catch/midstream
- Objective 7
Diseases and Conditions:
 - a. Bowel Obstruction.
 - b. Colon Cancer.
 - c. Dialysis.
 - d. Diarrhea.
 - e. Fecal Impaction.
 - f. Hemorrhoids.
 - g. Incontinence.
 - h. Kidney failure.
 - i. Kidney stone.
 - j. Urinary Tract Infection.

Standard 15
Rehabilitation and Restorative Care: Students will understand the goals of rehabilitation and restorative care.

- Objective 1
Describe how rehabilitation involves

- the whole person.
- Objective 2
Identify restorative care.
- Objective 3
List the common rehabilitation services.
- Objective 4
Explain how to promote quality of life.

Mock Testing



(Week 17, 2

Weeks)

UT: CTE: Health Education,
UT: Grades 9-12, Nurse
Assistant
Standard 1

Certification: Students will describe the process for certification as a CNA.

- Objective 1
Discuss laws and regulations that govern the work and certification of nurse assistants.
- Objective 2
Explore the job duties of a nurse assistant.
- Objective 3
Nursing Assistant Code of Ethics.
- Objective 4
Scope of Responsibility.
- Objective 5
Abuse Registry.

Standard 2

Orientation: Students will understand how their role fits into the overall health care environment.

- Objective 1
Explain the purpose of various health care organizations.
- Objective 2

Review of all requirements for the course

Students will be able to demonstrate their knowledge of all skills learned in the course

Review of all vocabulary in course

Students will be able to pass a comprehensive final with at least a 75% score

Identify the members of the health care and nursing teams.

- Objective 3
Identify the requirements of a CNA.
- Objective 4
Identify ethical and legal practices in health care.
- Objective 5
Describe the patient/resident bill of rights.
- Objective 6
Demonstrates the following skills:
 - Verbalizes residents' rights.
 - Verbalizes signs of abuse.

Standard 3

Communication: Students will understand the various methods of giving and obtaining information.

- Objective 1
Describe verbal and non-verbal forms of communication.
- Objective 2
Identify information gathering techniques.
- Objective 3
Discuss how and when to report observations.
- Objective 4
Identify the procedures and rules related to documentation.
- Objective 5
Demonstrates the following skills:
 - Demonstrate ability to converse with residents.
 - Give verbal report.

- Ability to document/chart correctly.
- Gives signs of declining condition.

Standard 4

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

- Objective 1
Explain the relationship between microorganisms and infections.
- Objective 2
List how microorganisms are spread.
- Objective 3
Explain the body's defenses against infection.
- Objective 4
Explain standard (universal) precautions and transmission-based precautions.
- Objective 5
Recognize sterile and non-sterile items and situations.
- Objective 6
Explain the principles of asepsis.
- Objective 7
Explain personal and environmental infection control measures.
- Objective 8
Understand the role of OSHA related to infection control.
- Objective 9
Demonstrate the following skills:
 - Hand washing—no

hand sanitizer to be used after peri-care or bedpan use.

- Gloving.
- Put on and remove personal protective equipment (PPE).
- Standard (universal) precautions.
- Transmission-based (isolation) precautions.

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

Standard 5

Basic Safety / Emergencies:
Students will understand the existing and potential hazards to clients, coworkers, and self.

- Objective 1
Identify safety measures that should be used for patient/resident care.
- Objective 2
List fire prevention rules and steps to follow if a fire occurs.
- Objective 3
Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.
- Objective 4
Describe symptoms and treatment of a foreign body airway obstruction.

- Objective 5
Differentiate between life threatening and non-life threatening emergencies.
- Objective 6
List beginning and ending procedure actions to provide when providing care.
- Objective 7
Identify rules and processes related to restraints.
- Objective 8
Demonstrate the following skills:
 - Proper body mechanics.
 - Care of patients/residents who fall.
 - Safety/emergency procedures, including abdominal thrusts (Heimlich maneuver).
 - Application of chest/vest, limb, pelvic, and waist restraints.
- Objective 9
Diseases and Conditions:
 - Aspiration.
 - Cardiac Arrest.
 - Respiratory Arrest.
 - Respiratory Distress.

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

- Objective 1
Describe the principles of body mechanics and transferring.
- Objective 2

Describe the principles of positioning and resident placement.

- Objective 3
Explain the importance of preventing the complications of immobility.
- Objective 4
Identify the principles of ambulation and use of assistive devices.
- Objective 5
Describe how a Certified Nurse Assistant can recognize and report pain.
- Objective 6
Demonstrate the following skills:
 - a. Moving and positioning residents
 - b. Assisting residents to move to the head of bed
 - c. Assist residents to move to the head of the bed using lift/draw sheet and assistant
 - d. Moving a resident to one side of the bed
 - e. Turning a resident away from you
 - f. Logrolling a resident using a draw sheet
 - g. Assisting a resident to edge of bed to dangle
 - h. Proper use of the gait belt
 - i. Transferring a resident from a bed to wheelchair or wheelchair to the toilet
 - j. Using a mechanical lift

- k. Ambulate a blind resident
- l. Assist a resident with a walker or cane
- m. Demonstrates and verbalizes Range of Motion (ROM) exercises
- n. Pressure Ulcer prevention.
- o. Pain assessment using pain scale.
- p. Positions:
 - Lateral
 - Supine
 - Prone
 - Semi prone/Sim' s
- Enema
 - Semi-Fowlers
 - Fowlers
 - High Fowlers
 - Trendelenberg
 - Reverse Trendelenburg
 - Lithotomy
 - Proper wheelchair/sitting position
- Objective 7 Diseases and Conditions:
 - Atrophy
 - Blood clot
 - Contractures
 - Decubitus (Pressure) Ulcer
 - Pneumonia

Standard 7

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

- Objective 1 Explain how a CNA can make a patient/resident' s environment comfortable, safe, and clean.
- Objective 2

Explain proper placement and answering of call lights.

- Objective 3
Describe the general furniture/equipment and its proper use.
- Objective 4
Explain the general guidelines in making a bed.
- Objective 5
Understand the process of admitting, discharging, and transferring a patient/resident.
- Objective 6
Demonstrate the following skills:
 - a. Bed making Occupied: complete/foundation change only
 - b. Call light placement.
 - c. Weight – standing scale only.
 - d. Height – standing or supine.
 - e. Wheelchair weight.
 - f. Know placement of footboard/cradle.

Standard 8

Basic Human Needs: Students will recognize that all human beings share common needs.

- Objective 1
Identify basic needs for maintaining life and mental well being.
- Objective 2
Recognize physical, mental, psychosocial, and sexuality needs of the elderly.
- Objective 3
Recognize,

understand, and respect a patient's/resident's need for cultural, religious and individual beliefs.

- Objective 4
Verbalizes how to promote resident independence.

Standard 9

Measuring Vital Signs:

Students will collect baseline information and compare it to normal values.

- Objective 1
List factors which can affect vital signs.
- Objective 2
State normal ranges for vital signs.
- Objective 3
Understand the CNA's role in the use of oxygen.
- Objective 4
Demonstrate the following skills:
 - a. Measure and read oral & rectal glass, electronic and digital thermometers.
 - b. Measure tympanic temperature.
 - c. Measure:
 - Radial pulse
 - Apical pulse
 - Respirations
 - Blood pressure (standing and sitting)
 - Blood pressure pulse obliteration
- Objective 5
Diseases and Conditions:
 - Hypertension
 - Hypotension

Standard 10

Hygiene and Grooming:

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

- Objective 1
Explain the importance of cleanliness, good hygiene, and grooming.
- Objective 2
Describe the general rules related to bathing patients and the observations to make.
- Objective 3
Identify the safety precautions for patients taking tub baths or showers.
- Objective 4
Identify the purposes of perineal care.
- Objective 5
Describe the principles of skin care.
- Objective 6
Identify the purposes of a back massage.
- Objective 7
Explain the importance of oral hygiene and list the observations to report.
- Objective 8
Explain the importance of hair care, shaving, nail and foot care.
- Objective 9
Demonstrate the following skills:
 - a. Baths
 - Complete bed bath
 - Partial bed bath
 - Tub bath
 - Shower
 - Sitz bath
 - b. Back rub /

massage
c. Perineal care.
• Male
• Female
d. Hair
care/shampoo.
• Bed
• Tub
• Sink
e. Mouth care:
• Dentures
• Natural teeth
• Unconscious
patient/resident with
aspiration
precautions
f. Shaving:
• Electric
• Safety/blade
g. AM care.
h. HS/PM care
(bedtime).
i. Nail care/foot care.
j.
Dressing/undressing
patient/resident.

Standard 11

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

- Objective 1
To safely serve residents meals.
- Objective 2
To understand the food pyramid and its importance
- Objective 3
To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions
- Objective 4
To learn the different types of textures

residents require for their meals.

- Objective 5
To understand why to thicken liquids, the types of thickening and who makes the order to thicken liquids.
- Objective 6
To be able to convert ounces to cc/mls
- Objective 7
To record intake by percentage and fluid amount and its importance
- Objective 8
Demonstrate the following skills:
 - a. Position resident and serve a meal tray.
 - b. Assist resident at mealtime.
 - c. Feed a resident a complete meal.
 - d. Feed a resident with swallowing difficulties.
 - e. Estimate the amount of solid food eaten.
 - f. Measure and record fluid intake.
 - g. Convert ounces to milliliters/cubic centimeters.
- Objective 9
Diseases and Conditions:
 - Aspiration
 - Dysphagia

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 1
Identify basic

structures and functions of the urinary and digestive system.

- Objective 2
Define terminology related to elimination.
- Objective 3
Demonstrate ability to perform skills outlined.
- Objective 4
Promote resident independence and safety.
- Objective 5
Respect resident' s rights.
- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and measure/record urine output.
 - c. Assist with a bedpan/fracture pan.
 - d. Collect a stool specimen.
 - e. Assist male residents with urinals.
 - f. Place and care for bedpan correctly.
 - g. Assist resident with bedside commode/to bathroom.
 - h. Empty, position and provide catheter care.
 - i. Discard, change the down drain and document.
 - j. Measure output correctly using graduate container.
 - k. Ostomy care.
 - l. Knowledge of and care for resident

needing an enema.
m. Specimen
collection:
• Simple urinalysis
• Simple stool
• Clean
catch/midstream

- Objective 7
Diseases and
Conditions:
a. Bowel Obstruction.
b. Colon Cancer.
c. Dialysis.
d. Diarrhea.
e. Fecal Impaction.
f. Hemorrhoids.
g. Incontinence.
h. Kidney failure.
i. Kidney stone.
j. Urinary Tract
Infection.

Standard 13

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

- Objective 1
The definitions of the
key terms listed in
each body system
module
- Objective 2
Explain the basic
structures and
function of each
system
- Objective 3
Describe basic
diseases of each
system
- Objective 4
Describe any
changes to report to
the nurse
- Objective 5
Common Diseases
and Disorders related

to specific system

Standard 14
Cognitive Impairment and
Mental Illness: Students will
discuss principles to follow
when caring for cognitively
altered conditions and mentally
ill patients.

- Objective 1
Identify general
principles to follow in
caring for cognitively
altered and mentally
ill residents.
- Objective 2
Define ways to
modify care when
caring for cognitively
altered and mentally
ill residents.
- Objective 3
Define the role of
social services.

Standard 15
Rehabilitation and Restorative
Care: Students will understand
the goals of rehabilitation and
restorative care.

- Objective 2
Identify restorative
care.
- Objective 3
List the common
rehabilitation
services.
- Objective 4
Explain how to
promote quality of
life.
- Objective 5
Demonstrate the
following skills:
 - a. Apply cold pack or
warm compress.
 - b. Application of anti-
embolism stockings
(ted hose) thigh and
knee high.

- c. Verbalize active range of motion of lower and upper extremities.
- d. Perform passive range of motion exercises.

Standard 16
 Death and Dying: Students will describe the needs and care of a dying patient.

- Objective 1
 Identify the needs of the dying resident.
- Objective 2
 List and define the five stages of Kubler-Ross' s grieving process.
- Objective 3
 Describe death with dignity.
- Objective 4
 Identify physical care of the dying patient.
- Objective 5
 Perform post mortem care.
- Objective 6
 Demonstrate the following skills:
 - a. Post mortem care.
 - b. Observation for changes in death and dying.
 - c. Give signs of declining condition.

State Testing

 (Week 18, 2

Weeks) 

UT: CTE: Health Education,
 UT: Grades 9-12, Nurse
 Assistant
 Standard 1
 Certification: Students will describe the process for certification as a CNA.

Demonstrate understanding of all skills and knowledge of the course.

Demonstrate all skills learned in the course and knowledge of the course

Review of all vocabulary for the course

- Objective 1
 Discuss laws and

regulations that govern the work and certification of nurse assistants.

- Objective 2
Explore the job duties of a nurse assistant.
- Objective 3
Nursing Assistant Code of Ethics.
- Objective 4
Scope of Responsibility.
- Objective 5
Abuse Registry.

Standard 2

Orientation: Students will understand how their role fits into the overall health care environment.

- Objective 1
Explain the purpose of various health care organizations.
- Objective 2
Identify the members of the health care and nursing teams.
- Objective 3
Identify the requirements of a CNA.
- Objective 4
Identify ethical and legal practices in health care.
- Objective 5
Describe the patient/resident bill of rights.
- Objective 6
Demonstrates the following skills:
 - Verbalizes residents' rights.
 - Verbalizes signs of abuse.

Standard 3

Communication: Students will understand the various methods of giving and obtaining information.

- Objective 1
Describe verbal and non-verbal forms of communication.
- Objective 2
Identify information gathering techniques.
- Objective 3
Discuss how and when to report observations.
- Objective 4
Identify the procedures and rules related to documentation.
- Objective 5
Demonstrates the following skills:
 - Demonstrate ability to converse with residents.
 - Give verbal report.
 - Ability to document/chart correctly.
 - Gives signs of declining condition.

Standard 4

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

- Objective 1
Explain the relationship between microorganisms and infections.
- Objective 2
List how microorganisms are spread.

- Objective 3
Explain the body's defenses against infection.
- Objective 4
Explain standard (universal) precautions and transmission-based precautions.
- Objective 5
Recognize sterile and non-sterile items and situations.
- Objective 6
Explain the principles of asepsis.
- Objective 7
Explain personal and environmental infection control measures.
- Objective 8
Understand the role of OSHA related to infection control.
- Objective 9
Demonstrate the following skills:
 - Hand washing—no hand sanitizer to be used after peri-care or bedpan use.
 - Gloving.
 - Put on and remove personal protective equipment (PPE).
 - Standard (universal) precautions.
 - Transmission-based (isolation) precautions.
- Objective 10
Diseases and Conditions:
 - Acquired immunodeficiency syndrome (AIDS).
 - Human immunodeficiency virus (HIV).

- Hepatitis.
- Tuberculosis (TB).

Standard 5

Basic Safety / Emergencies:
Students will understand the existing and potential hazards to clients, coworkers, and self.

- Objective 1
Identify safety measures that should be used for patient/resident care.
- Objective 2
List fire prevention rules and steps to follow if a fire occurs.
- Objective 3
Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.
- Objective 4
Describe symptoms and treatment of a foreign body airway obstruction.
- Objective 5
Differentiate between life threatening and non-life threatening emergencies.
- Objective 6
List beginning and ending procedure actions to provide when providing care.
- Objective 7
Identify rules and processes related to restraints.
- Objective 8
Demonstrate the following skills:
 - Proper body mechanics.
 - Care of patients/residents

who fall.
• Safety/emergency procedures, including abdominal thrusts (Heimlich maneuver).
• Application of chest/vest, limb, pelvic, and waist restraints.

- Objective 9
Diseases and Conditions:
 - Aspiration.
 - Cardiac Arrest.
 - Respiratory Arrest.
 - Respiratory Distress.

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

- Objective 1
Describe the principles of body mechanics and transferring.
- Objective 2
Describe the principles of positioning and resident placement.
- Objective 3
Explain the importance of preventing the complications of immobility.
- Objective 4
Identify the principles of ambulation and use of assistive devices.
- Objective 5
Describe how a Certified Nurse Assistant can recognize and report pain.

- Objective 6
Demonstrate the following skills:
 - a. Moving and positioning residents
 - b. Assisting residents to move to the head of bed
 - c. Assist residents to move to the head of the bed using lift/draw sheet and assistant
 - d. Moving a resident to one side of the bed
 - e. Turning a resident away from you
 - f. Logrolling a resident using a draw sheet
 - g. Assisting a resident to edge of bed to dangle
 - h. Proper use of the gait belt
 - i. Transferring a resident from a bed to wheelchair or wheelchair to the toilet
 - j. Using a mechanical lift
 - k. Ambulate a blind resident
 - l. Assist a resident with a walker or cane
 - m. Demonstrates and verbalizes Range of Motion (ROM) exercises
 - n. Pressure Ulcer prevention.
 - o. Pain assessment using pain scale.
 - p. Positions:
 - Lateral
 - Supine
 - Prone
 - Semi prone/Sim' s
- Enema
- Semi-Fowlers
 - Fowlers

- High Fowlers
- Trendelenberg
- Reverse Trendelenburg
- Lithotomy
- Proper wheelchair/sitting position
- Objective 7 Diseases and Conditions:
 - Atrophy
 - Blood clot
 - Contractures
 - Decubitus (Pressure) Ulcer
 - Pneumonia

Standard 7

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

- Objective 1 Explain how a CNA can make a patient/resident' s environment comfortable, safe, and clean.
- Objective 2 Explain proper placement and answering of call lights.
- Objective 3 Describe the general furniture/equipment and its proper use.
- Objective 4 Explain the general guidelines in making a bed.
- Objective 5 Understand the process of admitting, discharging, and transferring a patient/resident.

- Objective 6
Demonstrate the following skills:
 - a. Bed makingOccupied:
complete/foundation change only
- b. Call light placement.
- c. Weight – standing scale only.
- d. Height – standing or supine.
- e. Wheelchair weight.
- f. Know placement of footboard/cradle.

Standard 8

Basic Human Needs: Students will recognize that all human beings share common needs.

- Objective 1
Identify basic needs for maintaining life and mental well being.
- Objective 2
Recognize physical, mental, psychosocial, and sexuality needs of the elderly.
- Objective 3
Recognize, understand, and respect a patient' s/resident' s need for cultural, religious and individual beliefs.
- Objective 4
Verbalizes how to promote resident independence.

Standard 9

Measuring Vital Signs: Students will collect baseline information and compare it to normal values.

- Objective 1
List factors which can affect vital signs.
- Objective 2
State normal ranges for vital signs.
- Objective 3
Understand the CNA's role in the use of oxygen.
- Objective 4
Demonstrate the following skills:
 - a. Measure and read oral & rectal glass, electronic and digital thermometers.
 - b. Measure tympanic temperature.
 - c. Measure:
 - Radial pulse
 - Apical pulse
 - Respirations
 - Blood pressure (standing and sitting)
 - Blood pressure pulse obliteration
- Objective 5
Diseases and Conditions:
 - Hypertension
 - Hypotension

Standard 10
Hygiene and Grooming:
Students will discuss the importance of bathing, oral care, skin care, and personal grooming.

- Objective 1
Explain the importance of cleanliness, good hygiene, and grooming.
- Objective 2
Describe the general rules related to bathing patients and

the observations to make.

- Objective 3
Identify the safety precautions for patients taking tub baths or showers.
- Objective 4
Identify the purposes of perineal care.
- Objective 5
Describe the principles of skin care.
- Objective 6
Identify the purposes of a back massage.
- Objective 7
Explain the importance of oral hygiene and list the observations to report.
- Objective 8
Explain the importance of hair care, shaving, nail and foot care.
- Objective 9
Demonstrate the following skills:
 - a. Baths
 - Complete bed bath
 - Partial bed bath
 - Tub bath
 - Shower
 - Sitz bath
 - b. Back rub / massage
 - c. Perineal care.
 - Male
 - Female
 - d. Hair care/shampoo.
 - Bed
 - Tub
 - Sink
 - e. Mouth care:
 - Dentures
 - Natural teeth
 - Unconscious

patient/resident with

aspiration
precautions
f. Shaving:
• Electric
• Safety/blade
g. AM care.
h. HS/PM care
(bedtime).
i. Nail care/foot care.
j.
Dressing/undressing
patient/resident.

Standard 11

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

- Objective 1
To safely serve residents meals.
- Objective 2
To understand the food pyramid and its importance
- Objective 3
To verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions
- Objective 4
To learn the different types of textures residents require for their meals.
- Objective 5
To understand why to thicken liquids, the types of thickening and who makes the order to thicken liquids.
- Objective 6
To be able to convert ounces to cc/mls

- Objective 7
To record intake by percentage and fluid amount and its importance
- Objective 8
Demonstrate the following skills:
 - a. Position resident and serve a meal tray.
 - b. Assist resident at mealtime.
 - c. Feed a resident a complete meal.
 - d. Feed a resident with swallowing difficulties.
 - e. Estimate the amount of solid food eaten.
 - f. Measure and record fluid intake.
 - g. Convert ounces to milliliters/cubic centimeters.
- Objective 9
Diseases and Conditions:
 - Aspiration
 - Dysphagia

Standard 12

Elimination: Students will understand procedures and processes related to human elimination.

- Objective 1
Identify basic structures and functions of the urinary and digestive system.
- Objective 2
Define terminology related to elimination.
- Objective 3
Demonstrate ability to perform skills outlined.

- Objective 4
Promote resident independence and safety.
- Objective 5
Respect resident' s rights.
- Objective 6
Demonstrate the following skills:
 - a. Position Foley catheter / bag / tubing.
 - b. Empty down drainage bag and measure/record urine output.
 - c. Assist with a bedpan/fracture pan.
 - d. Collect a stool specimen.
 - e. Assist male residents with urinals.
 - f. Place and care for bedpan correctly.
 - g. Assist resident with bedside commode/to bathroom.
 - h. Empty, position and provide catheter care.
 - i. Discard, change the down drain and document.
 - j. Measure output correctly using graduate container.
 - k. Ostomy care.
 - l. Knowledge of and care for resident needing an enema.
 - m. Specimen collection:
 - Simple urinalysis
 - Simple stool
 - Clean catch/midstream
- Objective 7
Diseases and Conditions:
 - a. Bowel Obstruction.

- b. Colon Cancer.
- c. Dialysis.
- d. Diarrhea.
- e. Fecal Impaction.
- f. Hemorrhoids.
- g. Incontinence.
- h. Kidney failure.
- i. Kidney stone.
- j. Urinary Tract Infection.

Standard 13

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

- Objective 1
The definitions of the key terms listed in each body system module
- Objective 2
Explain the basic structures and function of each system
- Objective 3
Describe basic diseases of each system
- Objective 4
Describe any changes to report to the nurse
- Objective 5
Common Diseases and Disorders related to specific system

Standard 14

Cognitive Impairment and Mental Illness: Students will discuss principles to follow when caring for cognitively altered conditions and mentally ill patients.

- Objective 1

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

- Objective 2
Define ways to modify care when caring for cognitively altered and mentally ill residents.
- Objective 3
Define the role of social services.

Standard 15

Rehabilitation and Restorative Care: Students will understand the goals of rehabilitation and restorative care.

- Objective 1
Describe how rehabilitation involves the whole person.
- Objective 2
Identify restorative care.
- Objective 3
List the common rehabilitation services.
- Objective 4
Explain how to promote quality of life.
- Objective 5
Demonstrate the following skills:
 - a. Apply cold pack or warm compress.
 - b. Application of anti-embolism stockings (ted hose) thigh and knee high.
 - c. Verbalize active range of motion of lower and upper extremities.
 - d. Perform passive range of motion

exercises.

Standard 16

Death and Dying: Students will describe the needs and care of a dying patient.

- Objective 1
Identify the needs of the dying resident.
- Objective 2
List and define the five stages of Kubler-Ross' s grieving process.
- Objective 3
Describe death with dignity.
- Objective 4
Identify physical care of the dying patient.
- Objective 5
Perform post mortem care.
- Objective 6
Demonstrate the following skills:
 - a. Post mortem care.
 - b. Observation for changes in death and dying.
 - c. Give signs of declining condition.

