

# **Certified Nursing Assistant**

## **Rationale Statement:**

This course is designed to empower high school students to take charge of and set a course for their future. It will also prepare them to graduate with marketable skills and a real-world work connection. Careers in the healthcare industry are robust and growing nationwide; however, it is actually experiencing a shortage of workers. The Department of Labor predicts that 8 of the 20 fastest growing occupations are in healthcare services. The need for healthcare professionals in the United States is expected to increase by 27 percent by the year 2014. This class allows students to recognize their unique abilities relating to health care careers and assists them to find a pathway to success.

## **Course Description:**

Prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities, under the training and supervision of a registered nurse or licensed practical nurse.

**Suggested grade level:** 11-12

## **Topics covered:**

- **Certification Process**
- **Roles and Responsibilities**
- **Infection Control and Basic Safety**
- **Vital Signs**
- **Patient Mobility**
- **Basic Human Needs and Personal Hygiene**
- **Cognitive Impairment and Mental Illness**
- **Death and Dying**

<b>Indicator # 1: Identify the certification process, as well as role and communication responsibilities of the nursing assistant.</b>	
<b>Bloom's Taxonomy Level</b>	<b>Standard and Examples.</b>
Understanding	<p><b>CNA1.1 Discuss the CNA certification process and role within health care environment.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Discuss laws and regulations that govern the work and certification of nurse assistants</li> <li>• Explore the job duties and requirements of a nurse assistant</li> <li>• Compare members of the health care and nursing teams</li> <li>• Describe the patient's/resident's bill of rights, along with its ethical implications</li> </ul>
Understanding	<p><b>CNA1.2 Understand various methods of giving and obtaining information.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compare information gathering techniques</li> <li>• Discuss how and when to report observations</li> <li>• Summarize the procedures and rules related to documentation</li> <li>• Discuss therapeutic communication, including support during procedures</li> <li>• Understand how to assist patients/residents at time of admission and discharge</li> </ul>

<b>Indicator # 2: Understand and execute principles related to infection control and basic safety/emergency situations.</b>	
<b>Bloom's Taxonomy Level</b>	<b>Standard and Examples.</b>
Understanding	<p><b>CNA2.1 Identify CNA's role in infection control procedures.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compare the relationship between microorganisms and infections</li> <li>• Illustrate the body's defenses against infection</li> <li>• Explain standard (universal) precautions and transmission-based precautions</li> <li>• Recognize sterile and non-sterile items and situations</li> <li>• Examine the principles of asepsis</li> </ul>

Understanding	<p><b>CNA2.2 Discuss safety procedures within the healthcare environment.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identify the potential hazards that may occur in any setting and the CNA’s role in correcting those hazards</li> <li>• Differentiate between life threatening and non-life threatening emergencies</li> <li>• Describe symptoms and treatment of a foreign body airway obstruction</li> <li>• Summarize rules and processes related to restraints</li> </ul>
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<b>Indicator # 3: Measure and record baseline information, including vital signs, and understand body mechanics regarding patient mobility.</b>	
<b>Bloom’s Taxonomy Level</b>	<b>Standards and Examples.</b>
Applying	<p><b>CNA3.1 Collect and understand baseline information, including vital signs, and compare it to normal values.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Measure temperature, pulse, respiration, blood pressure, and oxygen saturation of patient’s blood</li> <li>• State normal ranges for vital signs, and list factors which can affect them</li> <li>• Explain how to recognize and report pain using pain rating scales</li> <li>• Measure and record intake and output, as well as height and weight</li> <li>• Examine techniques for collecting and testing urine and stool specimens</li> </ul>
Understanding	<p><b>CNA3.2 Discuss the principles related to patient mobility.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describe the principles of body mechanics and transferring</li> <li>• Describe the principles of positioning and resident placement</li> <li>• Explain the importance of preventing the complications of immobility by use of range of motion exercises</li> <li>• Identify the principles of ambulation and use of assistive devices</li> </ul>

<b>Indicator # 4: Understand resident's/patient's environment, basic human needs and the importance of hygiene.</b>	
<b>Bloom's Taxonomy Level</b>	<b>Standards and Examples.</b>
Understanding	<p><b>CNA4.1 Discuss the importance of the patient's/resident's psychosocial needs.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identify basic needs for maintaining mental well-being in the aging process</li> <li>• Recognize cultural, religious and individual beliefs</li> <li>• Summarize mental health needs</li> <li>• Describe social health needs, including the importance of touch and sensory stimulation</li> <li>• Recognize resident's need for sexual expression</li> </ul>
Understanding	<p><b>CNA4.2 Discuss the importance of basic physical human needs.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describe the general rules related to bathing patients, including necessary observations</li> <li>• Explain the importance of skin care, perineal care, oral hygiene, hair care, shaving, nail and foot care</li> <li>• Understand procedures and processes related to elimination needs</li> <li>• Explain the importance of nutrition and hydration</li> <li>• Discuss measures that promote resident's rest and sleep needs</li> </ul>

**Indicator # 5: Summarize care involving cognitive impairment, mental illness, and death and dying.**

<b>Bloom's Taxonomy Level</b>	<b>Standards and Examples.</b>
Understanding	<p><b>CNA5.1 Students will discuss principles to follow when caring for cognitively altered and mentally ill patients.</b></p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Compare some of the most common mental conditions and corresponding characteristics</li><li>• Distinguish ways to modify care when attending to various cognitively altered and mentally ill residents</li><li>• Explain the role of social services</li></ul>
Understanding	<p><b>CNA5.2 Students will describe the needs and care necessary during the death and grieving process.</b></p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Describe death with dignity</li><li>• Summarize physical care of the dying patient</li><li>• Discuss post mortem care</li><li>• Differentiate between various stages of the grieving process</li></ul>