



Nurse Assistant (CNA)

The Nurse Assisting program 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. Certification is available for students who complete the State requirements.

Grade Level: 11-12

Semester (The course requires two periods in one semester)

Prerequisite: Students must be 16 years of age when the course begins.

Certification Testing is through the Utah Nurse Assisting Registry.

CERTIFICATION - Students will describe the process for certification as a CNA.

Standard 1 Discuss laws and regulations that govern the work and certification of nurse assistants.

Standard 2 Abuse registry.

Standard 3 Explore the job duties of a nurse assistant.

Standard 4 Nursing Assistant Code of Ethics.

Standard 5 Scope of Responsibility.

ORIENTATION - Students will understand how their role fits into the overall health care environment.

Standard 1 Explain the purpose of various health care organizations.

Standard 2 Identify the members of the health care and nursing teams.

Standard 3 Identify the requirements of a CNA.

Standard 4 Identify ethical and legal practices in health care.

Standard 5 Describe the patient/resident bill of rights.

Standard 6 Demonstrate the following skills: Verbalizes residents rights / Verbalizes signs of abuse

COMMUNICATION - Students will understand the various methods of giving and obtaining information.

Standard 1 Describe verbal and non-verbal forms of communication.

Standard 2 Identify information gathering techniques.

Standard 3 Discuss how and when to report observations.

Standard 4 Identify the procedures and rules related to documentation.

Standard 5 Demonstrate the following skills: Ability to converse with patients





DAVIS ESSENTIAL SKILLS & KNOWLEDGE

INFECTION CONTROL - Students will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

- Standard 1 Explain the relationship between microorganisms and infections.
- Standard 2 List how microorganisms are spread.
- Standard 3 Explain the body's defenses against infection.
- Standard 4 Explain standard (universal) precautions and transmission-based precautions.
- Standard 5 Recognize sterile and non-sterile items and situations.
- Standard 6 Explain the principle of asepsis.
- Standard 7 Explain personal and environment infection control measures.
- Standard 8 Understand the role of OSHA related to infection control.
- Standard 9 Demonstrate proper hygiene skills.
- Standard 10 Identify related diseases and conditions.

BASIC SAFETY/EMERGENCIES - Students will understand the existing and potential hazards to patients, coworkers, and self.

- Standard 1 Identify safety measures that should be used for patient/resident care.
- Standard 2 List fire prevention rules and steps to follow if a fire occurs.
- Standard 3 Identify potential hazards that may occur in any setting and the role of the CNA in correcting the potential hazards.
- Standard 4 Describe symptoms and treatment of a foreign body airway obstruction.
- Standard 5 Differentiate between life-threatening and non-life-threatening emergencies.
- Standard 6 List beginning and ending procedure actions to provide when providing care.
- Standard 7 Identify rules and processes related to restraints.
- Standard 8 Demonstrate proper body mechanics
- Standard 9 Diseases and Conditions: Aspiration, Cardiac arrest, Respiratory arrest, Respiratory distress

BODY MECHANICS/ERGONOMICS and ASSISTING THE PATIENT WITH MOBILITY - Students will understand the principles related to patient mobility.

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





DAVIS ESSENTIAL SKILLS & KNOWLEDGE

Standard 6 Demonstrate the following skills moving and positioning residents.

Standard 7 Identify related diseases and conditions.

THE PATIENT /RESIDENT ENVIRONMENT - Students will understand the impact they have on providing a quality patient environment.

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

Standard 2 Explain proper placement and answering of call lights.

Standard 3 Describe the general furniture/equipment and its proper use.

Standard 4 Explain the general guidelines of making a bed.

Standard 5 Understand the process of admitting, discharging, and transferring a patient/resident.

Standard 6 Demonstrate patient environmental skills.

BASIC HUMAN NEEDS - Students will recognize that all human beings share common needs.

Standard 1 Identify basic needs for maintaining life and mental well-being.

Standard 2 Recognize physical, mental, psychosocial, and sexuality needs of the elderly.

Standard 3 Recognize, understand, and respect a patient's/resident's need for cultural, religion, and individual beliefs.

Standard 4 Demonstrate verbalization skills.

MEASURING VITAL SIGNS - Students will collect baseline information and compare it to normal values. Standard 1 List factors which can affect vital signs.

Standard 2 State normal ranges for vital signs.

Standard 3 Understand the CNA's role in the use of oxygen.

Standard 4 Demonstrate the following skills: Measure and read oral & rectal glass, electronic, and digital thermometers

Standard 5 Identify related diseases and conditions.

HYGIENE AND GROOMING - Students will discuss the importance of bathing, oral care, skin care, and personal grooming.

Standard 1 Explain the importance of cleanliness, good hygiene, and grooming.

Standard 2 Describe the general rules related to bathing patients and the observations to make.

Standard 3 Identify the safety precautions for patients taking tub baths or showers.

Standard 4 Identify the purposes of perineal care.





DAVIS ESSENTIAL SKILLS & KNOWLEDGE

Standard 5 Describe the principles of skin care.

Standard 6 Identify the purposes of a back massage.

Standard 7 Explain the importance of oral hygiene and list the observations to report.

Standard 8 Explain the importance of hair care, shaving, nail, and foot care.

Standard 9 Demonstrate the skills used in bathing patients.

STANDARD NUTRITION - Students will understand the goals of following a diet that provides the body with a balanced amount of the essential nutrients.

Standard 1 Safely serve patient/resident meals.

Standard 2 Understand MyPlate and its importance.

Standard 3 Verbalize the different types of diets and state some reasons why a resident might be placed on a certain diet or restrictions.

Standard 4 Learn the different types of textures patient/residents require for meals.

Standard 5 Understand why liquids are thickened, the types of thickening and who gives the order to thicken liquids.

Standard 6 Demonstrate how to convert ounces to cubic centimeters (cc)/milliliters (mL).

Standard 7 Record intake by percentage and fluid amount and describe the importance.

Standard 8 Demonstrate the skills used in resident care.

Standard 9 Identify related diseases and conditions: Aspiration, Dysphagia

ELIMINATION - Students will understand procedures and processes related to human elimination.

Standard 1 Identify basic structures and functions of the urinary and digestive system.

Standard 2 Define terminology related to elimination.

Standard 3 Demonstrate ability to perform basic care skills related to elimination.

Standard 4 Promote patient/resident independence and safety.

Standard 5 Respect patient/resident rights.

Standard 6 Demonstrate related skills pertaining to patient rights.

Standard 7 Identify related diseases and conditions.

BODY SYSTEMS - Students will describe basic anatomy and physiology of specific body systems in addition to basic pathophysiology and modifications of care.

Standard 1 Know the definitions of the key terms listed in each body system.





DAVIS ESSENTIAL SKILLS & KNOWLEDGE

Standard 2 Explain the basic structures and function of each system.

Standard 3 Describe basic diseases of each system.

Standard 4 Describe any physical changes that should be reported to the nurse.

Standard 5 Common Diseases and Conditions related to specific systems.

COGNITIVE IMPAIRMENT AND MENTAL ILLNESS - students will discuss principles to follow when caring for cognitively altered conditions and mentally ill patients.

Standard 1 Identify general principles to follow in caring for cognitively altered and mentally ill residents.

Standard 2 Define ways to modify care when caring for cognitively altered and mentally ill residents.

Standard 3 Define the role of social services.

REHABILITATION AND RESTORATIVE CARE - Students will understand the goals of rehabilitation and restorative care.

Standard 1 Describe how rehabilitation involves the whole person.

Standard 2 Identify restorative care.

Standard 3 List the common rehabilitation services.

Standard 4 Explain how to promote quality of life.

Standard 5 Demonstrate rehabilitation and restorative care skills.

DEATH AND DYING - Students will describe the needs and care of a dying patient.

Standard 1 Identify the needs of the dying patient.

Standard 2 List and define the five stages of Kubler-Ross's grieving process.

Standard 3 Describe death with dignity.

Standard 4 Identify physical care of the dying patient.

Standard 5 Perform postmortem care.

Standard 6 Demonstrate skills appropriate for caring for the dying patient.

