



Goodheart-Willcox

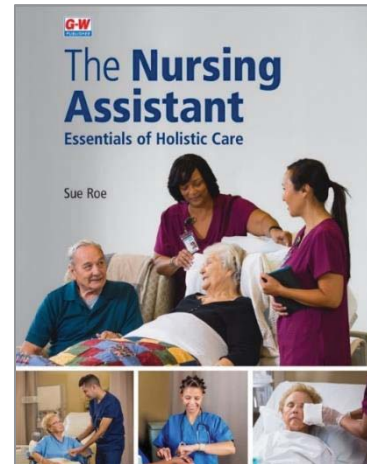
Experts in Career and Technical Education

Correlation of
The Nursing Assistant: Essentials of Holistic Care,
Sue Roe

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Arizona State Board of Nursing
Nursing Assistant Curriculum

The Nursing Assistant: Essentials of Holistic Care provides the knowledge and skills needed to become a certified nursing assistant. With the text's sharp focus on holistic care, students will learn how to perform the procedures required of nursing assistants while integrating and considering patients' and residents' bodies, minds, and spirits. The rich, visual, **step-by-step procedures** in this book illustrate techniques necessary to work in a variety of healthcare settings, including long-term and acute care.

Professional videos help students visualize the steps they must master for the certification competency examination. **Practice test questions** are accompanied by numerous reinforcement, **critical thinking**, and application activities and provide an opportunity for students to prepare for the certification competency examination.



1.0 Competency: Functions as a member of the health team within the health care facility and/or community.

Learning Goals	Content Outline	Page References/ Reading Assignment
1.1 Identifies essential functions of the health care facility and states the differences between acute, long-term, assisted living, home care and hospice.	Functions, similarities, difference in the following:	
	A. Acute care	26–27
	B. Long-term care	28
	C. Assisted Living	29
	D. Home care	29
	E. Rehabilitation	28, 439–440
	F. Hospice	29, 784–785
1.2 Explains the essential duties of the nursing team within a care facility.	Functions and duties of nursing personnel:	
A. Identifies the essential function of the RN.	A. RN	63
B. Identifies the essential function of the LPN.	B. LPN	63

Learning Goals	Content Outline	Page References/ Reading Assignment
C. Identifies the essential function of the nurse assistant.	C. Nurse Assistant	3–4, 7–10, 63
D. Discuss the elements of a functioning team.	D. Organization structure	35–37
E. Works with other members of the team e.g., physician, dietician, Dietary Technician, Physical Therapist, Nurse Practitioner, speech therapist and Social Worker	E. Working with other members of the team e.g., physician, dietician, Dietary Technician, Physical Therapist, Nurse Practitioner, speech therapist and Social Worker	62–68
1.3 Explains the nursing assistant role as outlined in the different regulatory and professional guidelines.	Regulatory agencies and professional guidelines.	
	A. Omnibus Budget Reconciliation Act (OBRA)	4, 44, 801
	B. Arizona State Board of Nursing prescribed requirements for certification	4–5, 801–802
	C. Arizona State Board of Nursing prescribed requirements for recertification	4–5, 801–802
	D. Standards of conduct (R4-19-814)	53–54
	E. Ethics in the workplace	52–54
	F. Informed consent	49
	G. Advanced Directives/ do not resuscitate	783–784
1.4 Describes the delegation process.	Delegation process:	
	A. Responsibility and accountability in delegation	82–83
	B. Factors affecting delegation	82–83
	C. 5 Rights of delegation	82–83
	D. Accepting and refusing delegation	82–83
1.5 Demonstrates professional work habits and time management skills.	Guiding principles:	
	A. Time management skills	126–127
	B. Application in the work setting	126–127
	C. Realistic resident care assignment load	127–128, 296–297

Learning Goals	Content Outline	Page References/ Reading Assignment
1.6 Demonstrates appropriate stress relieving techniques.	Guiding principles:	
	A. Stress management techniques	123–128
	B. Application in the work setting	123–128
2.0 Competency: Demonstrates ethical and legal behavior that maintains resident's rights.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
2.1 Demonstrates ethical and legal behavior by maintaining the standards set forth for the health care professions.	Regulatory agencies and professional guidelines	
A. Explains the functions, roles responsibilities and legal limits of nursing assistant/practice.	A. Concepts of ethical and legal behavior for healthcare professional (emphasis on nursing assistant standards)	44–50, 52–54
B. Discuss the regulatory boards, state and federal statutes, rules and regulations, standards and legal and advisory opinions that affect the practice of the nursing assistant.	B. Functions, roles, limits and state certification process under the Arizona State Board of Nursing <i>Standards of Conduct for Nursing Assistants</i> ; Federal laws regulating standards of care/conduct (Omnibus Budget Reconciliation Act – OBRA); Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and Occupational Safety and Health Administration standards (OSHA)	3–5, 7–10, 44–50, 356
C. Explains state certification and renewal requirements for NAs – include criminal conduct.	C. Nursing Assistant Certification	
	1. AZBN Basic Educational Requirements	4
	2. Process for initial certification	4–5
	3. Felony Bar – criminal conduct	45, 802, 811

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	4. Certification renewal requirements	5
D. Identifies the standards of conduct that the nurse assistant must maintain in their daily care of residents.	D. Standards of conduct	
	1. Federal	44–50, 52–54
	2. Arizona Standards of Conduct for Nursing Assistants	44–50, 52–54
	3. JCAHO standards	44, 48, 263
	4. OSHA standards	332, 356, 374, 392–393, 816
E. Demonstrates professional behaviors.	E. Characteristics of professional behavior (examples such as):	
	1. Caring	14–15
	2. Competent	13
	3. Conscientious (including personal hygiene)	13
	4. Courteous	13–15
	5. Dependable/Timely	14
	6. Honest	14–15
	7. Team player	15
F. Accurately utilizes vocabulary words/terms related to ethical/legal behavior and resident rights.	F. Key Terms	
	1. Abandonment	49–50
	2. Abuse	50
	a. Physical abuse	50
	b. Sexual abuse	50
	c. Verbal abuse	50
	d. Emotional abuse	50
	Threats	50
	Humiliation	50
	e. Involuntary seclusion	48, 50
	f. Financial abuse	50
	3. Advance Directive	783–784
	4. Advocate	784
	5. Assault	50
	6. Battery	50
	7. Code of conduct	53–54
	8. Defamation of character	50
	a. Slander	50
	b. Libel	50

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	9. Dual relationship & professional boundaries	17
	10. Ethics	52–54
	11. False imprisonment	48
	12. Informed consent	49
	13. Invasion of privacy	47, 309
	14. Neglect	49–50
	a. physical neglect	49–50
	b. psychosocial neglect	49–50
	15. Ombudsman	45–46
	16. Privacy	47–48, 92, 518
	a. Personal	47–48, 92, 518
	b. Visits	47–48, 518
	c. Telephone conversations	310–312
	d. Information about care	47, 309
	17. Quality of Life	47, 199, 245
	18. Restraints	381–388
	a. Chemical restraints	381
	b. Physical restraints	381
	19. Self-Determination Act	783
	20. Standards of Care	84
	21. Theft	50
2.2 Interprets, explains and applies the Resident's Bill of Rights.	Principles and rationale of Resident's Rights (Right to...)	
	A. Free choice	48–49, 52, 115, 786
	B. Freedom from abuse and restraints	48–50, 786
	C. Privacy	48–49, 518
	D. Confidentiality of personal and clinical records (Health Insurance Portability and Accountability Act - HIPAA standards)	47–49
	E. Accommodation of needs	48, 786
	1. Physical	48
	2. Psychosocial	48
	F. Organize and participate in family & resident groups	48

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	G. Participate in social, religious and community activities	48, 786
	I. Manage personal funds	48–49
	J. Information about eligibility for Medicare/Medicaid benefits	48–49
	K. File complaints about abuse, neglect or misappropriation of property	48–49
	L. Information about advocacy groups	48–49
	M. Immediate & unlimited access to family or relatives	48–49, 786
	N. Share a room with partner/intimacy	48
	O. Perform or not perform work for the facility	48–49
	P. Remain in the facility	48–49
	Q. Use personal possessions	48
	R. Notification of change in condition	48–49, 786
2.3 Provides for resident privacy.	Principles and rationale of right to privacy:	
A. Describes the resident's right to privacy.	A. Review methods to maintain privacy (i.e. not taking VS in public areas such as the dining room).	47, 92, 518
B. Explains how the nursing assistant can help the resident maintain the right to privacy.	B. Maintaining privacy while performing resident care.	92, 362, 518, 540
2.4 Maintains resident confidentiality.	Principles and rationale of maintaining confidentiality:	
A. Describes the resident's right to confidentiality.	A. HIPAA regulations on confidentiality "unintended receiver".	46–47, 308–309
B. Identifies how the nursing assistant can protect the resident's right to confidentiality.	B. Methods to protect the resident's right to confidentiality.	46–47, 308–309
2.5 Promotes the resident's right to make personal choices to accommodate their needs.	Principles and rationale of promoting resident's personal choices:	
A. Describes the resident's right to personal choice.	A. Guidelines, examples situations describing the right to choose.	52, 115, 572, 621, 676

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
B. Offers choices when caring for residents.	B. Methods to protect the resident's rights to make personal choices.	52, 115, 572, 665, 676
2.6 Gives assistance in resolving grievances and disputes.	Guidelines in resolving grievances.	
A. Describes the resident's right to voice disputes and grievances.	A. Key terms and concepts:	
	1. Grievance	49
	2. Ombudsman	45–46
	3. Resident's Council	49
B. Explains the role of the nursing assistant when residents voice concerns, complaints or questions about treatment or care.	B. Methods to resolve grievances and disputes within the nursing assistant role.	274–275
2.7 Maintains care and security of resident's personal possessions.	Security of residents' personal possessions.	
A. Describes the resident's right related to the care and security of personal possessions.	A. Principles and rationale of safeguarding residents' personal possessions.	521–522
B. Explains the role of the nursing assistant in safeguarding resident's personal possessions.	B. Methods to care and secure residents' possessions.	92, 521–522
	1. Safe for valuables	92, 521–522
	2. Labeling personal items and containers.	92, 521–522
2.8 Promotes the resident's right to be free from abuse, mistreatment and neglect.	Principles and rationale of protecting resident from abuse, mistreatment and neglect:	
A. Explains the role of the nursing assistant in protecting the resident from abuse, mistreatment and neglect.	A. Signs of abuse, mistreatment and neglect.	50

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
B. Describes types of elderly abuse.	B. Methods to protect the resident from abuse, mistreatment and neglect.	50
C. Identifies signs of abuse.	C. Signs of resident abuse.	50
2.9 Reports any instance of abuse, mistreatment or neglect to the appropriate supervisor.	Principles and rationale to report abuse, mistreatment or neglect:	
A. Discuss the legal requirement and consequences for failure to report abuse, mistreatment or neglect.	A. OBRA and state requirements	50
	1. Employee responsibility	
	2. Consequences for failure to report.	50
B. Reviews appropriate methods and chain of command to report instances of abuse, mistreatment or neglect.	B. Methods to report abuse, mistreatment or neglect:	50
	1. Chain of Command	35, 50
	2. Facility policy	50
	3. Community agencies	50
2.10 Utilizes interventions that minimize the need for restraints.	Principles and rationale for the appropriate use of restraints.	
A. Identifies ethical and legal issues in the use of restraints.	A. Ethical and legal issues of using restraints.	381–382
	1. JCAHO guidelines	48
	2. Physician orders	385
	3. Release restraints every 2 hours and document	386–387
	4. Methods to avoid using restraints	382–385
B. Describes the resident's right to be free of restraints.	B. Right to be free from restraint	48, 385
	1. Informed consent	49
	2. Least restrictive form	385
	3. Types of restraints	381–382
	a. Physical	381–382
	b. Chemical	381
	c. Active restraint	381–382
	d. Passive restraint	381–382

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
C. Identifies the role of the nursing assistant in helping to keep the resident free from restraint.	C. Alternative to restraints.	382–385
	1. Diversion	382
	2. Company	382
	3. Activities	382
	4. Exercise	382
	5. Basic needs met	382
	6. Other	382
D. Provides for resident's basic needs and re-applies restraints as appropriate.	D. Care of resident in restraint	386–387
	1. observe according to protocols	386–387
	2. restraint removed, person repositioned, basic needs met at least every 2 hours	386–387
E. Observes and reports resident's status while in protective devices.	E. Agency guidelines for checking resident and documentation	386–387
2.11 Promotes resident independence.	Guidelines to support resident's independence.	
A. Describes the resident's right related to self-determination, self-care, and independence.	A. Principles and rationale of promoting resident independence.	52, 115, 572, 665, 676
B. Identifies actions nursing assistants may take to promote resident independence.	B. Methods to promote resident's independence.	52, 115, 572, 665, 676
2.12 Assists residents to participate in activities.	Guidelines to support resident's involvement in activities.	
A. Describes the resident's right to participate in family and group activities.	A. Principles and rationale of assisting resident to participate in activities.	122, 539
	1. Activities of Daily Living	7, 547–548, 617–618, 636–639
	2. Family meetings	122, 788, 793
B. Provides for activities of daily living and restorative activities for clients.	B. Methods to assist resident to participate in activities.	7, 539, 547–548, 617–618, 636–639

3.0 Competency: Assists in identifying the mental health and social service needs of residents.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
3.1 Discuss basic human needs of the individual.	Basic Human Needs	
A. Identifies basic human needs throughout the lifespan, including physical, socio-cultural, social service and mental health needs.	A. Maslow's hierarchy and Erickson's development stages	102–104, 106–107
B. Identifies the developmental tasks associated with the aging process.	B. Basic human needs of the adult moving from middle adulthood through late adulthood.	107, 188–189
	1. The young-old: 60-74 years	107, 188–189
	2. The middle-old: 75-84 years	107, 188–189
	3. The old-old: older than 85 years	107, 188–189
C. Describes mental status and behavior changes.	C. Mental and behavior changes	30–32, 107, 270–273, 688–691
	1. Impact of restrictions such as reduced income on psychosocial relationships.	30–32, 107, 270–273
	2. Changes due to disease process and aging	107, 270–273, 688–691,
D. Identifies the role of the elderly in the home and community, including cultural and religious aspects.	D. Role of elderly in home and community.	28, 30–32, 187, 779–781
	1. Cultural and religious outlooks about older adults.	779–781
	2. Changing family dynamics throughout aging.	187
	3. Housing options as aging progresses.	28
	4. Impact of retirement and increased time and availability.	30–32
3.2 Explains how cultural and spiritual attitudes may influence psychological responses.	Examples of cultural and spiritual preferences and responses that may influence the approach to caring for the resident.	

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
A. Identifies ways to accommodate cultural and spiritual differences.	A. Health care beliefs.	49, 295
B. Identifies the nursing assistant's role in respecting cultural and spiritual differences.	B. Sick care practices.	323, 360
	C. Family members' roles.	779–781
3.3 Identifies sources of stress common to residents.	Basic concepts of Mental Health.	
A. Defines stress.	A. Definition of stress.	123
B. Explains the difference between mental health and mental illness.	B. Definition of mental health.	695
C. Identifies nursing assistant's responsibility of reporting signs and symptoms of stress and/or inappropriate coping mechanisms to supervisor.	C. Common causes of stress related to life stages.	124
	1. Signs and symptoms of stress	124
	2. Common coping mechanisms	124–128
	3. Potential for self harm	124, 701
3.4 Provides appropriate care for residents with mental health problems.	Care for residents with common mental health problems.	
	A. Anxiety	697–698
	B. Depression	698–699
	C. Affective disorders	697–699
	D. Schizophrenia	700
	E. Substance abuse	699–700
	F. Eating disorders	606–607
	G. Potential for self-harm	701
3.5 Modifies own behavior in response to resident behavior.		
A. Identifies the nursing assistant's role in maintaining a respectful attitude for the person who displays difficult behavior.	A. Nursing assistant role when interacting with residents exhibiting difficult behavior.	270–272, 691–693

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
B. Identifies at least three effective approaches to managing difficult behavior of residents.	B. Effective approaches to managing difficult behaviors of residents.	270–272, 691–693
	1. Distraction.	250, 384, 690
	2. Relaxation techniques	133, 536
	3. Calm environment	692
	4. Adjusting time of care	384, 539–540
	5. Encouraging family participation	693
3.6 Describes ways that residents may be expressing their normal sexuality.	Appropriate and inappropriate expressions of sexuality.	103, 690
A. Identifies common myths related to sexuality.	A. Common myths.	103, 690
B. Identifies nursing assistant's responsibility of reporting inappropriate expressions of sexuality to supervisor.	B. Reporting responsibilities related to sexuality.	690
3.7 Facilitates the resident's expression of needs and provides supportive communication.	Various communication methods and enhancing two-way exchange of ideas and responding to needs.	
A. Assists and encourages residents to be independent in the activities of daily living.	A. Supporting choices and control in activities of daily living.	7, 547–548, 617–618, 636–639
B. Modifies care to accommodate resident values, customs, preferences or habits.	B. Adaptation of personal care to accommodate resident preferences.	7, 547–548, 617–618, 636–639
C. Utilizes resident's family as a source of resident emotional and/or spiritual support.	C. Family participation in supporting the resident to strive towards common goals.	122, 788, 793

4.0 Competency: Demonstrates effective communication.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
4.1 Uses verbal and nonverbal communication to accurately present information.	Communication concepts:	
A. Uses appropriate medical terminology and abbreviations.	A. Medical terminology and abbreviations.	140–143, 191–193
B. Communicates with members of the healthcare team.	B. Types of communication Chain of command.	35, 257
C. Communicates with residents and family.	C. Communication techniques	274–275
	Conflict management	274–275
4.2 Responds effectively to resident's behavior in a positive non-threatening way.	Principles of positive communication.	
A. Identifies communication guidelines.	A. Communication guidelines	255–258, 262
B. Identifies barriers to communication.	B. Barriers to communication.	258–261
4.3 Observes and describes resident's physical and emotional condition changes.	Key concepts for recognizing changes to report.	
A. Identifies subjective observations.	A. Subjective observations.	258, 299
B. Identifies objective observations.	B. Objective observations.	258, 298–299
C. Identifies emergencies.	C. When to report.	300–301
	1. Emergencies versus routine observations.	300–301
	2. Timeliness of reporting observations.	300–301
4.4 Demonstrates communication skills with the resident who has sensory deficits.	Communication skills for residents with a sensory deficit.	
A. Demonstrates effective communication with hearing impaired resident.	A. Guidelines for communicating with the hearing impaired.	259–260, 678–679
B. Demonstrates effective communication with the visually impaired resident.	B. Guidelines for communicating with the visually impaired.	260, 675–676

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
C. Demonstrates effective communication with the aphasic resident.	C. Guidelines for communicating with the aphasic resident.	260, 679–680
D. Demonstrates effective communication with the cognitively impaired resident.	D. Guidelines for communicating with the cognitively impaired resident.	260–261, 688–693
E. Communicating with the comatose resident.	E. Guidelines for communicating with the comatose resident.	685
F. Demonstrates effective communication with the physically aggressive resident.	F. Guidelines for communicating with the physically aggressive resident.	273, 691–693
G. Demonstrates effective communication with the verbally aggressive resident.	G. Guidelines for communicating with the verbally aggressive resident.	273, 691–693
5.0 Competency: Maintains a safe environment for the resident and others		
5.1 Identifies ways to promote safety and handle non-medical emergencies.	Principles of environmental safety.	
A. Explains safety and risk management principles and concepts.	A. Concepts to understand	370–396, 772
	1. Safety	370–396
	2. Risk management	370–396
	3. Accident/incident reporting	379–380
	4. Safety hazards	370–396, 772
B. Adheres to safety policies and plans of the facility.	B. Environmental safety plans, policies, procedures and their purposes.	370–396, 773–774
	1. Safety/risk management	370–396
	2. Disaster plans	773–774
	3. Bomb threat	773–774
	4. Infection control procedures	338–357
	5. Hazard communication	356–357
	6. Radiation protection measures	374
	7. Fire plan	374, 389–392
	8. Evacuation plan (floor/exit plan)	389–392
	9. Toxic chemical and material safety data sheets (MSDS) protocols	393
	10. Oxygen Usage	393–396

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
C. Describes how to use safety equipment.	C. Safety Equipment	390–393
	1. Fire extinguishers	390–391
	2. Eye wash station	393
	3. Other	393
5.2 Identifies environmental safety hazards and methods used to prevent accidents.		
A. Identifies environmental safety hazards.	A. Environmental safety hazards.	378–379, 773–774
	1. Wet floors	378
	2. Cluttered paths of travel	378
	3. Unlocked wheels	373, 379
	4. Side rails (suffocation/asphyxia)	382–383
	5. Bed elevation	378
	6. Improper shoes or dress	379
	7. Slippery surfaces	378
	8. Out-of-reach items	379
	9. Dim/reduced lighting	373, 378
	10. Frayed cords	379
	11. Improper use of assistive devices	428–438
	12. Hot liquids/food	550, 582, 601
	13. Smoking	392
	14. Exposure to weather	773–774
	15. Uncontained chemicals	393
	16. Sharps	374
	17. Gas leaks	
B. Identifies common measures and principles to prevent accidents.	B. Preventive measures guiding principles to prevent accidents.	377–379
	1. Gentleness	408, 442
	2. Slow and ‘steady as she goes’	377, 427
	3. Eliminate/control of safety hazards	378–379
	4. ACT (awareness, correction, take precautions)	377
	5. Inter-department communication	372, 377
C. Identifies the common types of injuries occurring in health care facilities.	C. Common injuries in health care facilities.	374–375
	1. Sharp object injuries/skin tears	374, 408
	2. Muscle strains and sprains	374–375

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	3. Bruises	359
D. Utilizes measures to identify risk factors and prevent falls.	D. Falls	377–380
	1. Prevention	377–379
	2. Assisting the falling resident	379–380
	3. Care of the resident after falling	379–380
E. Identifies the common causes of accidents related to the older adult.	E. Common causes of accident in the older population.	188–189, 376–377
F. Describes age related safety measures.	F. Age related safety measures.	377–379, 547–549
G. Identifies nursing assistant's responsibility of reporting potential situations to the supervisor.	G. Accident/Incident Reports/Supervisory notification.	300–301, 379–380
5.3 Identifies safety measures to prevent workplace violence.	Measures to prevent or control workplace violence	
A. Identifies common measures to prevent work place violence.	A. Environmental systems	815–816
B. Identifies nursing assistant's responsibility of reporting potential situations for violence in the workplace.	B. Facility policies and procedures.	371, 816
	1. Visitors sign-in	
	2. Identification badges for staff	93, 802
	3. Timely communication	371–372
	4. Personal safety practices.	374, 400–403
6.0 Competency: Demonstrates general principles of infection control.		
6.1 Describes measures that promote infection prevention and control.	Infection prevention and control.	
A. Explains the key infection control concepts and terms.	A. Key infection control concepts and terms.	326–332, 339–357
	1. Types of microbes	326–329
	2. Infectious process	331–332
	3. Infection control	339–355
	4. Body substances	332
	5. Biohazard wastes	350–352
	6. Exposure report	356–357
B. Explains the chain of infection.	B. Chain of infection.	331

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	1. Source	331
	2. Reservoir	331
	3. Portal of exit	331
	4. Method of transmission	331
	5. Portal of entry	331
	6. Susceptible host	331
C. Defines the infectious process and identifies modes of transmission.	C. Infective process	331–332
	1. Modes of transmission	332
	2. Immune response	320–323
D. Identifies signs and symptoms of infection.	D. Signs and symptoms of infection.	200, 330
	1. Objective signs	200, 330, 333
	2. Subjective signs and symptoms	200, 330
	a. Changes in behavior	330
	b. Confusion	330
	c. Pain	330
E. Describes common aseptic practices.	E. Aseptic measures.	338–339
	1. Principles of ‘clean’/medical asepsis.	338–339
	2. Principles of disinfection	350
	3. Principles of sterility/Principles of surgical asepsis	339, 363–364
F. Describes nosocomial infections and persons at risk.	F. Nosocomial infections.	330
6.2 Describes and adheres to CDC guidelines for Standard Precautions and for Transmission Based Precautions.	Centers for Disease Control and Prevention (CDC) guidelines	
	A. Standard precautions.	339–352
	B. Personal Protective Equipment (PPE) (gloves, gowns, goggles, mask, boots).	344–349
	C. Hand washing.	339–343
	D. Isolation precautions.	354–356
	E. Transmission based.	352–356
	F. Droplet precautions.	353
	G. Respiratory hygiene/cough etiquette.	349–350
	H. Exposure control plan.	356–357

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	I. Exposure incidents and reports.	356–357
6.3 Describes and adheres to OSHA guidelines.	Occupational Safety and Health Administration (OSHA) Guidelines	
	A. Bloodborne pathogen standard.	353–354
	B. Hepatitis	332, 353–354
	C. HIV	230–232, 353–354
	D. Other ways of reducing infection.	374
	E. Vaccination	231, 321–322
	F. Work control practices	374
	G. Engineered controls	356–357
	H. Education	356–357
7.0 Competency: Provides basic emergency care.		
7.1 Applies principles of basic emergency care in resident care.	Basic emergency care	
A. Identifies the goals of emergency care and first aid.	A. Goals of emergency care procedures and first aid.	751–752
B. Describes signs of medical emergencies.	B. Signs of medical emergencies.	757–764, 766–769
7.2 Demonstrates knowledge of basic first-aid principles.	Basic first-aid principles	751–770
7.3 Responds to emergency situations.	Emergency procedures for healthcare provider	
	A. Cardiopulmonary resuscitation (CPR)	753–756
	B. Automated External Defibrillator (AED)	756–757
	C. Abdominal-thrust maneuver	763–765
7.4 Identifies specific types of emergencies, responds and reports according to recognized standards of care.	Types of emergencies and standards of care for each type.	
	A. Asphyxia	763–765
	B. Choking	763–765
	C. Chest pain	757
	D. Cardiac arrest	757–758
	E. Stroke/TIA	758
	F. Hemorrhage	768–770
	G. Anaphylaxis	759–760

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	H. Seizures	767-768
	I. Shock/Fainting	766-767
	J. Burns	760-762
	K. Poisonings	762-763
8.0 Competency: Applies the principles of basic nutrition to resident care.		
8.1 Identifies principles of nutrition.	Principles of nutrition needs.	
A. Identifies the six basic essential nutrient groups and their use in the body.	A. Six basic essential nutrient groups.	597-601
	1. Carbohydrates	597-598
	2. Fats	598
	3. Proteins	598-599
	4. Vitamins	599-600
	5. Minerals	600
	6. Water	600
B. Identifies and describes the basic food groups (Food Pyramid).	B. Food Pyramid	601-602
C. Describes physiologic need for nutrients.	C. Physiological functions/purposes of the six essential nutrients.	597-601
D. Describes examples of serving sizes.	D. Serving sizes for each food group (not just serving size listed on package)	601-602
8.2 Recognizes personal, cultural, religious and medical conditions leading to variations in the diet.	Personal preferences for food based on:	595
	A. Personal choices	595
	B. Cultural choices	595-596
	C. Religious teachings	595-596
	D. Personal preferences for food preparation.	595
	E. Food allergies/intolerances	595
8.3 Describes contributory factors and remedies to address age related dietary problems.	Dietary concerns	
A. Gives examples of age related factors that influence adequate dietary intake.	A. Dietary problems of seniors, including signs and symptoms	606
	1. Loss of appetite	606
	2. Reduced sense of taste	606

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	3. Loss of dentation	606
	4. Denture problems	606
	5. Dehydration	627–628
	6. Malnutrition	481, 606
	7. Severe weight loss	606
	8. Severe weight gain	604–606
B. Describe situational factors that influence/interfere with adequate intake.	B. Situational factors	606
	1. Ileostomies	662–665
	2. Dysphagia	617–618
	3. Confusion	691–693
	4. Medications	
	5. Depression	698–699
	6. Grief	780–782
	7. Immobility	606
	8. Medical problems	216, 229–230, 242
C. Provides care to assist in meeting dietary needs of residents.	C. Aspects of nursing assistant care.	558–563, 610–611
	1. Socialization	611
	2. Atmosphere	611
	3. Presentation of food	610
	4. Variety of seasonings	610
	5. Oral inspection and hygiene	558–561
	6. Denture care	562–563
	7. Adequate fluid intake using a variety of fluids	627–628
	8. Comfort foods	595
	9. Thickened liquids	617–618
	10. Liberalized diets	612
8.4 Provides and restricts fluids as ordered.	Adequate hydration	
A. Identifies need for adequate hydration.	A. Need for adequate hydration and thirst mechanism	627
B. Lists sources for fluid intake.	B. Sources of fluids	628
	1. Oral fluids	628
	2. Food	628
	3. Intravenous fluids	628–630
C. Explains the importance of and calculates accurate intake and output and food consumption.	C. Measuring intake and output.	618–619, 630–634

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	1. Measurement conversions	630
	2. Equivalents	630
	3. Math skills	618–619, 630–634
	4. Intake – oral and food	622, 632
	5. Output	632–634
D. Lists sources of fluid output.	D. Sources of fluid excretion.	630, 633
	1. Lungs	630, 633
	2. Skin	630, 633
	3. Kidneys	630, 633
	4. Intestines	630, 633
8.5 Demonstrates care for residents who have an inability to obtain adequate nutrition or fluid independently.	Nursing assistant responsibilities to promote adequate fluid and food intake.	
A. Provides food and fluids to residents.	A. Tasks that may be performed by the NA to promote adequate fluid and food intake	618–622
	1. Before meal hygiene	558–561
	2. Position of resident to prevent aspiration	618
	3. Serving food trays	621
	4. Feeding a resident	621–622
	5. Use of assistive devices for feeding/drinking	617
	6. Adequate fluid intake or restricting fluids as ordered	628–630
	7. Encouraging independence while feeding/drinking	621
	8. Post meal hygiene	622
	9. Returning used food trays to dietary cart	622
B. Provides adequate nutrition for cognitively impaired residents.	B. Cueing, hand-over-hand, setting up tray, removing unnecessary utensils, finger foods, environment changes in preferences.	622, 692
C. Observes and records food and fluid intake as ordered.	C. Observations and reporting and estimating percentage of food intake.	622
8.6 Identifies therapeutic diets.	General and therapeutic diets.	

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
A. Identifies types of food consistencies.	A. Food consistencies	612–613
	1. Regular	612
	2. Soft mechanical	612–613
	3. Puree	613
	4. Liquid	613
B. Identifies the conditions for which therapeutic diets are prescribed.	B. Types and rationale for therapeutic diets	612–614
	1. Clear liquid	613
	2. Full liquid	613
	3. Soft	612–613
	4. Bland	613
	5. Low sodium	613–614
	6. Cardiac	614
	7. Counting carbohydrates	614
	8. Regular	612
	9. Renal diet	614
	10. Special nutritional diet	612
	11. High fiber vs. low fiber	615
	12. Alternative/ Supplementary nutrition examples	611–612
C. Identifies alternate feeding methods.	C. Alternate feeding methods.	615–617, 628–630
	2. Care associated with feeding tubes	616–617
	3. Care associated with IV lines	628–630
9.0 Competency: Provides the resident with personal care and grooming.		
9.1 Provides for and adheres to the principles of daily hygiene and grooming.	Principles of hygiene and grooming.	
	A. Personal hygiene needs and practices influenced by	548, 553
	1. Culture	553
	2. Personal choice	548
	3. Economic consideration	
	B. Rationale for providing personal care.	546
	C. Principles of care	546–565
	1. Promote resident's independence, privacy, dignity	547–548, 551
	2. Boundary issues related to giving personal care	548, 551
	3. Quality of life	546, 548, 559

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	4. Observation of skin, scalp, mouth, hair, nails	547, 551, 555, 561, 565
9.2 Assists resident in personal care and grooming needs.	Daily personal care and grooming needs.	
	1. Complete bed bath	549–552
	2. Partial bath	549–552
	3. Tub bath	547
	4. Whirlpool	549
	5. Shower	547
	6. Special bathing techniques such as towel bath or bag bath	548
	7. Bathing resident with dementia	691–693
	8. Working with nursing team to determine type and frequency of bathing	549
B. Gives skin care including back rub.	B. Skin care	578–581
	1. Nursing assistant scope of practice	579–581
	2. Principles	579–580
	3. Complications of inadequate skin care	580
	5. Abnormal findings	580
C. Provides for resident's elimination, toileting, perineal, and ostomy care needs.	C. Elimination, toileting needs and perineal care	635–667
	1. Purpose and principles	635–636
	2. Emesis basin	559
	3. Elimination practices	635–667
	4. Elimination problems	650–651, 655–657
	5. Toileting procedures, elimination appliances and equipment	635–667
	a. Bed-pan	639–641
	b. Urinal	642–643
	c. Commode	636–639
	d. Toilet/seat extension	636–639
	6. Correct cleansing procedure	569–572
	7. Perineal care with an indwelling or an external catheter in place	643–647

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	8. Ostomy care – observe for skin breakdown	662–665
	9. Care for the resident who is incontinent	650–651
	11. Bowel and bladder training programs	665–667
	12. Abnormal findings – skin tears/breakdown, bruises	651
	13. Measuring, calculating and recording fluid output.	632–634
D. Gives mouth/denture care.	D. Mouth/denture care.	558–563
	1. Purpose and principles	558–559
	2. Oral care	558–561
	3. Denture care (complete, partial plates and bridges)	562–563
	4. Abnormal findings	559
	5. Techniques for cognitively impaired	691–693
E. Gives hair care/shampoo.	E. Hair care/shampoo.	553–557
	1. Purpose and principles	553–554
	2. Combing, grooming	554–557
	3. Bed shampoo	554–557
	4. Other methods of shampoo, waterless cleansers, “bonnet” shampoos	554
	5. Abnormal findings	553–554
F. Gives fingernail/toenail care.	F. Nail care.	564–566
	1. Purpose and principles	564
	2. Guidelines for residents with diabetics	567
	3. Guidelines for residents with circulatory problems	567
	4. Guidelines for residents on anticoagulant medication	567
	5. Guidelines for residents with abnormally thick nails	567
	6. Abnormal findings	565–566
G. Gives foot care.	G. Foot care.	566–568
	1. Purpose and principles	566–567
	2. Observations	568
	3. Abnormal findings	566

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
H. Demonstrates shaving a resident.	H. Shaving.	557–558
	1. Purpose and principles	557
	2. Techniques of shaving	557–558
	4. Abnormal findings	557
I. Demonstrates changing a gown/dressing a resident comfortably.	I. Dressing.	572–574
	1. Purpose and principles	572
	2. Resident assistance	572
	3. Resident choices of apparel	572
	4. Safe appropriate clothing/footwear	572
	5. Techniques used for physical or cognitive impairments	449, 691–693
	6. Use of assistive devices in dressing	449, 572
J. Gives a.m./p.m. care.	J. AM/PM care; including:	539–540, 546–547
	1. Purpose and principles	539, 546–547
	2. Resident's preference to specific care	539–540, 547
K. Cares for resident with prosthetic and orthotic devices.	K. Prosthetic and orthotic devices.	449–450
	1. Purposes and principles	449–450
	2. Types of devices and their care.	449–450
9.3 Reports and documents personal care and grooming tasks, observations and resident response.	Reporting and documentation responsibilities	
	A. Completion	300–301
	B. Observations	298–301
	C. Resident tolerance, response or problems with personal care.	300–301
10.0 Competency: Measures vital signs.		
10.1 Identifies normal vital signs values and age-related variations.	Normal vital signs values by age groups.	
	A. Normal range of oral, rectal and tympanic temperatures.	457
	B. Normal pulse rates.	468
	C. Normal respiratory rate.	471

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	D. Normal blood pressure.	473
10.2 Measures and records body temperature.	Principles of Body Temperature.	
A. Identifies purpose of taking a temperature.	A. Purpose of taking a temperature.	455
B. Lists factors that affect body temperature.	B. Factors that affect body temperature.	457
C. Demonstrates taking an oral, rectal, and tympanic temperature.	C. Procedure for obtaining an oral temperature; rectal temperature; tympanic temperature.	458–466
D. Accurately records temperature using appropriate units of measurement.	D. Recording a temperature and units of measurement.	455
E. Identifies and reports abnormal findings.	E. Abnormal temperature reading.	455, 457
10.3 Measures and records pulse (radial, apical).	Pulse (Radial, Apical, Carotid, Brachial)	
A. Identifies purpose of obtaining a pulse.	A. Purpose of obtaining a pulse rate.	466
B. Lists factors that affect pulse rate.	B. Factors affecting pulse rate.	468
C. Accurately counts a radial pulse.	C. Procedure for taking a radial pulse.	468–469
D. Accurately counts an apical pulse.	D. Procedure for taking an apical pulse.	470–471
E. Accurately records pulse rate.	E. Recording pulse rate	468
F. Identifies and reports abnormal findings.	F. Abnormal pulse rate:	468
	1. Tachycardia	468
	2. Bradycardia	468
	3. Arrhythmia	468
10. 4 Measures and Records Respirations.	Respirations	
A. Identifies purpose of obtaining a respiratory rate.	A. Purpose of obtaining a respiratory rate.	471
B. Lists factors affecting respiratory rate.	B. Factors influencing respiratory rate.	471
C. Accurately counts respiratory rate.	C. Procedure for obtaining a respiratory rate.	472
D. Records respiratory rate.	D. Recording respirations	471
E. Identifies and reports abnormal respiratory rate.	E. Abnormal respiratory rates and patterns.	471

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	1. Tachypnea	471
	2. Bradypnea	471
	3. Apnea	471
	4. Variable patterns	471
10.5 Measures and records blood pressure.	Blood Pressure	
A. Identifies the purpose of taking a blood pressure.	A. Purpose of taking a blood pressure.	473
B. Lists factors influencing blood pressure.	B. Factors influencing blood pressure.	474
C. Demonstrates use of a stethoscope.	C. Use of the stethoscope in taking blood pressure.	475
D. Demonstrates use of a sphygmomanometer.	D. Using a sphygmomanometer; types of cuffs; cuff size.	475
E. Obtains a blood pressure.	E. Procedure for obtaining a blood pressure using a stethoscope and sphygmomanometer.	476–478
F. Recognizes precautions and contraindications to taking a blood pressure.	F. Guidelines /precautions /contraindications to taking a blood pressure.	476
H. Records systolic and diastolic pressure.	H. Recording systolic and diastolic pressure.	473
I. Reports abnormal blood pressure values.	I. Abnormal findings.	473
10.6 Measures and Records Height and Weight.	Height and Weight	
A. Identifies purpose of measuring height and weight.	A. Purpose of measuring height and weight.	480
B. Lists factors affecting height and weight.	B. Factors affecting height and weight.	480–481
C. Describes a variety of scales and height measurement tools.	C. Scales and measuring devices.	480–481
D. Demonstrates measuring a resident's weight using a balanced scale.	D. Procedure for measuring weight using a balanced scale.	482–483
E. Demonstrates taking a resident's height using a measure bar.	E. Procedure for measuring height using a measure bar.	482–483
F. Discusses methods of obtaining height and weight in bedridden residents.	F. Procedures for measuring height and weight in bedridden residents.	483–484
G. Records height and weight.	G. Recording height and weight in units of measurement.	480–481

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
H. Reports abnormal weight.	H. Abnormal weight: excessive loss/gain.	481
11.0 Demonstrates safe transfers, positioning and turning of residents using effective body mechanics.		
11.1 Demonstrates safe body mechanics.	Body Mechanics	
A. Identifies principles of body mechanics.	A. Principles of proper body mechanics.	400–401
B. Employs safe body mechanics when caring for residents.	B. Techniques of body mechanics. Proper positions for performing procedures.	401–402
C. Identifies improper body mechanics.	C. Unsafe body mechanics.	400–402
11.2. Identifies the effects of limited mobility.	Limited Mobility Bedrest	
	A. Effects of Limited mobility.	405, 440–441
	B. Complications of Bedrest.	405, 440–441
	C. Tasks that may be performed by the Nursing assistant that prevent complications.	406–415, 439–448
	1. Movement	411–415
	2. Positioning	406–411
	3. Alignment	406–411
	4. Range of motion	441–448
	5. Restorative care & rehabilitation	439–448
11.3 Assists residents in positioning and turning.	Guidelines and principles for positioning residents.	
A. Demonstrates the different body positions used for positioning residents.	A. Techniques for positioning residents:	406–407, 410, 413–417
	1. Side lying	407
	2. Supine	406
	3. Prone	407
	4. Sim's	407
	5. High and low Fowler's	406
	6. Trendelenberg	407
	7. Lithotomy	497
	8. Orthopenic	406
	9. Log-rolling	413–415
	10. Move up in bed	410
	11. Dangling	415–417
B. Demonstrates turning techniques.	B. Turning techniques:	411–415, 419–420
	1. Draw sheet	411–413

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	2. Mechanical lifts	419–420
	3. Log roll	413–415
C. Demonstrates use of assistive devices when positioning a resident.	C. Use of assistive devices.	405
	1. Trochanter rolls	405
	2. Foot boards	405
	3. Hand rolls	405
	4. Bed cradles	405
	5. Abdominal pillows	405
	6. Abductor pillow	405
11.4 Assists the resident to transfer from bed to chair/gurney/stretchers/geri chair.	Guidelines and principles for moving & lifting residents.	
A. Demonstrates different transfer techniques.	A. Use of transfer techniques.	418–421
	1. Chair	418–419
	2. Gurney	420–421
	3. Stretcher	420–421
	4. Geri Chair	418–419
B. Demonstrates use of assistive devices in transferring residents.	B. Assistive devices used in transferring residents.	417–421
	1. Gait belt	417–419
	2. Mechanical lifters	419–420
	3. Slide board	420–421
	4. Lift sheet	420–421
11.5 Assists residents to ambulate.	Principles/rationale for ambulation	
A. Identifies functional limitation inhibiting ambulation.	A. Functional limitations.	376–377
C. Identifies the care of the resident who has fallen.	C. Care of fallen resident.	379–380
	1. Reporting pain behaviors	379
	2. Facility protocols	379–380
D. Demonstrates the use of assistive devices in ambulation such as crutches, walker, cane and wheelchair.	D. Use of assistive devices in ambulation	428–438
	1. Gait belt	425–428
	2. Cane, Quad cane, Hemi cane	428–431
	3. Walker	431–433
	4. Crutches	433–438
	5. Wheelchair	417–419

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
11.6 Demonstrates passive and active range of motion.	Range of Motion	
A. States principles of and rationale for passive/active range of motion.	A. Principles/rationale for passive/active range of motion.	440–441
B. Identifies key terms to describe joint movements.	B. Joint Movements	442–448
	1. Adduction/ abduction	442, 444–446, 448
	2. Flexion/ extension	442–448
	3. Hyperextension	442
	4. Internal/external rotation.	442, 444, 447
	5. Supination/pronation	442, 445, 448
C. Safely applies range of motion principles when performing range of motion exercises on major joints, extremities.	C. Range of motion to shoulder, elbow, wrist, hands, fingers, thumb, hip, knee, ankle, foot, and toes.	443–448
D. Provides care for resident when continuous passive range of position device is in use.	D. Caring for residents with Continuous Passive Range of Motion (CPM) devices.	
11.7 Removes and applies oxygen devices during transfers with supervision without changing oxygen settings.	Transferring the Resident receiving Oxygen	
A. Identifies oxygen sources and methods of delivery.	A. Oxygen sources:	393–396
	1. Wall outlet	394
	2. Oxygen tank	394
	4. Oxygen cannula/prongs	394
	5. Oxygen Mask	394
B. Incorporates safety measures in caring for residents with oxygen.	B. Oxygen safety measures/ precautions.	394–395
C. Utilizes principles of safe oxygen handling with removal and application of oxygen delivery devices.	C. Techniques of application and removal of oxygen devices/tanks.	395–396

12.0 Competency: Cares for cognitively impaired residents.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
12.1 Addresses the unique needs and behaviors of individuals with dementia (Alzheimer's & others) and delirium.	Caring for residents with cognitive impairment	
A. Identifies types of cognitive impairment.	A. Types of cognitive impairment:	688–689
	1. Dementia	688–689
	2. Delirium	688
	3. Various levels of consciousness	684
B. Describes the effects of cognitive impairment on ADLs.	B. Effects of cognitive impairment on attention and memory/ language/ judgment/ special ability/ problem solving for everyday living.	689–691
C. Identifies the common diseases that cause dementia.	C. Common diseases (non-reversible causes of cognitive impairment).	688–689
	1. Alzheimer's disease	688
	2. Lewy body dementia	689
	3. Parkinson's	211–212, 689
	4. Vascular dementia	688–689
	5. Frontal temporal lobe dementia	689
D. Identifies illness/health issues that cause delirium.	D. Illness/health issues (reversible causes of cognitive impairment - delirium)	688
	1. Medications	688
	3. Fever/infection/anemia	688
	4. Mental/emotional problems (depression, grief, fatigue)	688
	5. Injury/surgery	688
E. Lists environmental factors that may contribute to dementia, delirium, etc.	E. Environmental factors.	688
	1. Unfamiliar, large, cluttered environment	692
	2. Lack of cues from the environment	688
	3. Lack of stimulation from the environment	688
	4. Over stimulation	692
	5. Lack of routine	692

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	6. Television	692
F. Lists unique needs of individuals with cognitive impairment.	F. Unique needs of residents with cognitive impairment.	691–693
	1. Communication needs	693
	2. ADL needs	691
	3. Social needs	693
	4. Meaning activities	693
	5. Diversions/Reassurance	692
	6. Safety needs	692–693
G. Communicates effectively with cognitively impaired residents.	G. Communication techniques.	260–261, 692–693
12.2 Respond appropriately to the behavior of cognitively impaired residents.	Common behavior of cognitively impaired residents and nursing assistant care and intervention.	
A. Identifies and explains the unique behaviors demonstrated by individuals with cognitive impairment.	A. Behaviors of residents with cognitive impairment	690
	1. Resistance to care	690
	2. Forgetfulness and confusion	690
	3. Agitation	690
	4. Hoarding/Rummaging	690
	5. Shadowing	690
	6. Wandering and Pacing	690
	7. Hallucinations, Delusions, Paranoia	690
	8. Sundowning	690
	10. Aggression – physical, verbal	690
	11. Sexual behavior – disinhibition	690
B. Utilizes interventions to reduce the effects of cognitive impairments.	B. Interventions to reduce effects of cognitive impairment.	691–693
	1. Approach strategies	691–693
	2. Knowing the resident	691
	3. Following the care plan promoting as much independence as possible	692
	4. Set routine, be consistent (toileting, feeding, bathing)	693
	5. Verbal cueing with praise/reward	692

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	6. Manual cueing with praise/reward	692
	7. Joining their reality	693
	8. Validation	693
	9. Reminiscence	693
	10. Activities	693
	11. Music	693
	12. Sensory stimulation	693
	13. Safety	692–693
	14. Simple, time-appropriate environment	692–693
	15. Understanding behaviors as unmet physical or social needs	691
	16. Ignoring inappropriately safe behaviors	692
	17. Offer choices when appropriate	692
	18. Avoid restraints	692
	19. Mobility alarms	692
	20. Responding to sexual behaviors	690
12.3 Reports behaviors and resident responses.	Situations that need to be reported	
	A. New or increased changes in behavior	300, 693
	B. Further deterioration in physical/mental abilities	300, 693
	C. Effectiveness of current behavioral management	300, 693
13.0 Competency: Identifies the function, structure, common health problems and normal aging changes of each of the following systems.		
13.1 Describes major body systems and organs.	Organization of body – systems/ organs	
A. Defines key anatomical terms.	A. Key Terms	143–147
B. Identifies the four types of tissues.	B. Types of Tissues	149–150
13.2 Identifies the function, structure, common health problems and normal aging changes of the respiratory systems.	Respiratory System	

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
A. Identifies the structure & function of each component of the respiratory system.	A. Components and functions of respiratory system:	172–174
B. Describes the age related changes of the respiratory system.	B. Effects of aging on the system	189
C. Describes common health problems involving the respiratory system.	C. Common health problems including signs and symptoms:	226–228
	1. COPD	227–228
	2. Bronchitis	228
	3. Asthma	226–227
	4. TB	327
	5. Pneumonia	327
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	226–228
E. Measures and records oxygen saturation using the pulse oximeter.	E. Oxygen saturation	473
13.3 Identifies the function, structure and common health problems and normal aging changes of the circulatory system.	Circulatory System	
A. Identifies the structure & function of each component of the circulatory system.	A. Components and functions of the circulatory system	170–172
B. Describes the age related changes of the circulatory system.	B. Effects of aging on the system	189
C. Describes common health problems involving the circulatory system.	C. Common health problems including signs and symptoms:	220–226
	1. Atherosclerosis	220
	2. Arteriosclerosis	223
	3. Angina	220–221
	4. Myocardial infraction	221
	5. Coronary artery disease	220–223
	6. Heart failure	221–222
	7. Hypertension	224
	8. Irregular heart rates (pacemakers)	222

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	9. Peripheral Vascular Disease	225–226
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs and symptoms to observe and report to nurse	220–226
13.4 Identifies the function, structure and common health problems, and normal aging changes of the urinary system.	Urinary System	
A. Identifies the structure & function of each component of the urinary system.	A. Components and functions of the urinary tract system	180–182
B. Describes the age related changes of the urinary system.	B. Effects of aging on the urinary system	189
C. Describes common health problems involving the urinary system.	C. Common health problems including signs and symptoms:	235–238
	1. Kidney (renal) failure	237–238
	2. Urinary Tract Infection	235–236
	3. Incontinence – types	650
	4. Kidney stones	236–237
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	235–238
A. Identifies the structure & function of each component of the endocrine system.	A. Components and functions of the endocrine system	167–170
B. Describes the age related changes of the endocrine system.	B. Changes with aging.	189
C. Describes common health problems involving the endocrine system.	C. Common health problems including signs and symptoms:	215–220
	1. Diabetes mellitus	215–219
	2. Thyroid disease	219–220
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	215–220

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
13.6 Identifies the function, structure, common health problems and normal aging changes of the integumentary system.	Integumentary System	
A. Identifies the structure & function of each component of the integumentary system.	A. Structure and functions of skin and mucous membranes	153–155
B. Describes the age related changes of the integumentary system.	B. Effects of aging on the system.	188
C. Describes common health problems involving the integumentary system.	C. Common health problems including signs and symptoms:	201–204
	1. Bruises	359
	2. Skin tears	358
	3. Rashes	202
	4. Decubitus ulcers	202–204
	5. Shingles	202
	6. Lice/scabies	553–554
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	201–204
13.7 Identifies the function, structure and common health problems and normal aging changes of the nervous system.	Nervous System	
A. Identifies the structure & function of each component of the nervous system.	A. Structures and functions of the nervous system.	160–164
B. Describes the age related changes of the nervous system.	B. Effects of aging on the system.	188
C. Describes common health problems involving the nervous system.	C. Common health problems including signs and symptoms:	210–213
	1. Cerebral Vascular Accident	223–225
	2. Parkinson's disease	211–212
	3. Delirium	688
	4. Spinal cord injuries/head injuries	683–688
	4. Seizures	767

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	5. Multiple Sclerosis	210–211
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	210–213
13.8 Identifies the function, structure and common health problems and normal aging changes of the sensory system.	Sensory System	
A. Identifies the structure & function of each organ of the sensory system.	A. Structure and function of each sensory organ	164–167
B. Describes the age related changes of the sensory system.	B. Effects of aging on the system.	188
C. Describes common health problems involving the sensory system.	C. Common health problems including signs and symptoms:	213–215
	1. Cataracts	213
	2. Glaucoma	213–214
	3. Macular degeneration	214
	4. Loss of depth perception	
	5. Inability to differentiate color	
	6. Hearing loss	677
	7. Loss of smell	611
	8. Reduction in the sense of taste	606
	9. Neuropathy	212
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	213–215
13.9 Identifies the function, structure and common health problems and normal aging changes of the gastrointestinal system.	Gastrointestinal System	
A. Identifies the structure & function of each organ of the gastrointestinal system.	A. Structure and function of each organ of the gastrointestinal system.	176–180
B. Describes the age related changes of the gastrointestinal system.	B. Effects of aging on the system.	189

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
C. Describes common health problems involving the gastrointestinal system.	C. Identify common health problems including signs and symptoms.	232–235
	1. Constipation/fecal impaction	656–657
	2. Gastroesophageal Reflux Disease	232–233
	3. Ulcers	233–234
	4. Hernias	232, 494
	5. Gall Bladder disease	234–235
	6. Diverticulitis	235
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	232–235
13.10 Identifies the function, structure and common health problems and normal aging changes of the musculoskeletal system.	Musculoskeletal System	
A. Identify the structure & function of each component of the musculoskeletal system.	A. Structure and function of the musculoskeletal system.	155–160
B. Describes the age related changes of the musculoskeletal system.	B. Effects of aging on the system.	188
C. Describes common health problems involving the musculoskeletal system.	C. Common health problems including signs and symptoms:	204–209
	1. Arthritis	206–207
	2. Osteoporosis	204, 206
	3. Fractures	207–208
	4. Amputations	683
	5. Complications of bed rest	405
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	204–209
13.11 Reproductive System	Reproductive System	
A. Identify the structure & function of each component of the reproductive system.	A. Structure and function of the musculoskeletal system.	182–186
B. Describes the age related changes of the reproductive system.	B. Effects of aging on the system.	189

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
C. Describes common health problems involving the reproductive system.	C. Common health problems including signs and symptoms:	238–241
	1. BPH	238–239
	2. Prolapsed uterus	240–241
	3. Vaginitis	239–240
D. Identifies signs and symptoms that the nursing assistant should observe for and report.	D. Signs & symptoms to observe & report to nurse	238–241
14.0 Competency: Provides for comfort and rest.		
14.1 Gathers data to identify resident's level of comfort (or level of pain).	Level of comfort	
A. Identifies nursing assistant scope of practice with observation and discussion of level of comfort.	A. Scope of practice and nursing assistant activities.	249, 539–540
B. Identifies purpose of observing level of comfort at each resident contact.	B. Purpose of identifying the level of comfort (or pain) when providing care.	249
C. Discuss barriers to resident comfort.	C. Various barriers to comfort.	246
	1. Acute	247
	2. Chronic	247
E. Lists non-verbal expressions of altered level of comfort.	E. Non-verbal expression of pain.	249
F. Identifies various scales to measure level of comfort (or pain).	F. Examples of pain measurement scales (e.g. PAINAD).	249–250
G. Identifies the role of the nursing assistant in non-pharmacological measures which enhance comfort.	G. Comfort enhancing measures within nursing assistant scope of practice.	250
	1. Repositioning.	250, 409–411
	2. Preferred or most comfortable bathing method.	250, 548
	3. Gentle touch, regular back rubs/lotion.	250, 540–542
	4. Soft, respectful approach.	250

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	5. Use of complimentary measures such as music, relaxation and deep breathing, and pleasant smells.	250
	6. Gentle “presence”.	250
	7. Warm or cold packs if ordered.	250
	8. Room environment.	250, 522–524
	9. Distraction.	250
H. Reports and documents resident’s level of comfort.	H. Procedures for reporting and documenting level of comfort, interventions and resident response.	249–250
15.0 Competency: Assists with diagnostic tests.		
15.1 Demonstrates procedures for acquiring different types of specimens.	Diagnostic Tests	
A. Identifies the types of specimens a nursing assistant may collect.	A. Specimen Collection	501–511
	1. Purpose of collecting specimens	501–502
	2. Standard precautions	504, 507, 511
	3. Explain procedure to resident	503, 506, 510
	4. Sources of specimens	502
	a. Sputum	502
	b. Stool	510
	c. Urine	505
	d. Emesis	
	5. Types of urine specimens	505–506
	a. Routine	505
	b. Clean Catch (midstream)	505
	c. 24 hour	506
	d. Culture & Sensitivity	333
	e. Sterile specimen (urine from Foley)	
	6. Sources of stool specimens	510
	a. Rectum	510
	b. Colostomy or ileostomy	662–665
B. Collects, labels and sends specimens for analysis.	B. Procedure and facility policies for collection of specimens	501–511
C. Tests specimen if ordered.	C. Testing specimens	505, 510

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	1. Dipstick	505
	2. Strain urine	510
D. Identifies pre and post resident care for collection of specimens.	D. Pre and Post procedure care of resident.	503–504, 506, 509–511
15.2 Documents and reports information to nurse.	Documentation Requirements	
	A. Amount, characteristics of sample, color, odor	505
	B. I & O	618–619, 630–631
	C. Forms per facility policy & procedure.	501–502
16.0 Competency: Provides care for the peri-operative resident and/or resident with special needs.		
16.1 Assists with pre-operative care.	Purpose, principles and procedures for pre-op care.	
B. Identifies measures to psychologically prepare a resident for surgery.	B. Psychological preparation.	
	1. Listen to the resident	
	2. Observe body language	
	3. Report observations to nurse	
C. Identifies measures to physically prepare a resident for surgery.	C. Physical preparation	738
	1. Identification band on	738
	2. NPO orders (signs posted per agency policy)	738
	3. Assist with surgical checklist (includes void time, vital signs)	738
	4. Removal of water pitcher	738
	5. Bath/shower	738
	6. Remove nail polish, jewelry	738
	7. Secure valuables	738
	8. Surgical prep (per agency policy)	738
	9. Ensure safety	738
16.2 Assists with post-operative care.	Purpose, principles and procedures of post-op care:	
A. Defines the post-operative period.	A. Definition of post-operative period.	734, 740
B. Identifies measures to prepare the resident's room.	B. Preparation of resident room	740
	1. Surgical bed	533–534, 740

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	2. Bedside table (emesis basin, tissues)	740
	3. VS equipment	740
	4. Special equipment as per agency policy	740
	5. Warmed blankets	740
C. Provides nursing assistant care for residents after surgery.	C. Care of Resident	740–746
	1. Identify resident.	740
	2. Assist transfer to bed.	740
	3. Safety; airway maintained.	740
	4. Precautions for N/V.	744–746
	5. Standard precautions/bodily fluids.	339–352
	6. Assist with TC&DB and/or incentive spirometer (if not contraindicated).	742
	7. Take VS and pain level per agency protocol.	740
	8. Measure and record first post-op void.	740
D. Identifies common complications of surgery.	D. Common complications of surgeries.	741–742
E. Reports findings in a timely manner.	E. Report observations to nurse.	742
16.3 Assists with care of residents with special needs.	Special procedures that may be delegated to the nursing assistant for the medically stable resident	
A. Observes and reports the condition of resident's dressings/wounds with drainage.	A. Wound dressings and nursing assistant responsibilities.	361–364, 742
	1. Purpose.	361
	2. Wound care per facility policy & procedure as delegated.	361–364
	3. Appropriate observations.	359–360, 742
	4. Report status, observations and resident's response to nurse.	359–360, 742
B. Demonstrates care of resident with gravity drains.	B. Gravity drains and nursing assistant responsibilities.	743–744
	1. Purpose.	743
	2. Care of drains per facility policy & procedure as delegated.	743–744
	3. Appropriate observations.	744

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	4. Report status, observations and resident's response to nurse.	744
C. Demonstrates care of resident/resident with surgical evacuators.	C. Surgical evacuators and nursing assistant responsibilities.	743–744
	1. Purpose.	743
	2. Care of resident with surgical evacuators per facility policy & procedure as delegated.	743–744
	3. Appropriate observations.	744
	4. Report status, observations and resident's response to nurse.	744
D. Demonstrates care of resident with sump drains.	D. Sump drain systems and nursing assistant responsibilities	743–744
	2. Care of resident with sump drains, per facility policy & procedure as delegated.	743–744
	3. Appropriate observations.	744
	4. Report status, observations and resident's response to nurse.	744
E. Applies flexible abdominal binders.	E. Various types of abdominal binders and nursing assistant responsibilities.	744
	1. Purposes.	744
	2. Applying binders per facility policy & procedure as delegated.	744
	3. Appropriate observations.	744
	4. Report status, observations and resident's response to nurse.	744
F. Applies ace and non-sterile dressings.	F. Description, purpose, application of ace and non-sterile bandages and nursing assistant responsibilities.	361–363
	1. Purpose.	361
	2. Application of ace and non-sterile dressings per facility policy & procedure as delegated.	361–363
	3. Appropriate observations.	359–360
	4. Report status, observations and resident's response to nurse.	359–360
G. Applies anti-embolism stockings and devices.	G. Description, purpose and application of the various types of anti-embolism devices	744–746
	1. Purposes.	744

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
	2. Application of stockings and devices per facility policy & procedure as delegated.	744–746
	3. Appropriate observations.	746
	4. Report status, observations and resident's response to nurse.	746
H. Applies immobilizing devices.	H. Description, purpose and application of the various types of immobilization devices	381–388
	1. Purpose.	381–382
	2. Care of resident with immobilizing devices per facility policy & procedure as delegated.	385–388
	3. Appropriate observations.	386–387
	4. Report status, observations and resident's response to nurse.	386–387
	1. Purposes.	615
	2. Care of resident with feeding tube per facility policy & procedure as delegated.	616–617
	3. Appropriate observations.	617
	4. Report status, observations and resident's response to nurse.	617
J. Demonstrates care of resident receiving infusion therapy.	J. Purpose of infusion therapies and nursing assistant responsibilities (observes & reports status)	628–630
	1. Purpose.	628
	2. Care of resident with infusion therapies per facility policy & procedure as delegated.	629–630
	3. Appropriate observations.	629–630
	4. Report status and observations to nurse.	629–630
K. Demonstrates care of resident on a ventilator.	K. Purpose of ventilator therapy and nursing assistant responsibilities	686–687
	1. Purpose.	686
	2. Care of resident on a ventilator per facility policy & procedure as delegated.	686–687
	3. Appropriate observations.	686–687
	4. Report status, observations and resident's response to nurse.	686–687

17.0 Competency: Assists in Admission/Transfer/Discharge of the resident.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
17.1 Demonstrates the procedures for admitting a resident to the unit.	Procedure for admitting the resident	
	1. Preparation of the room	91–93
	2. Greeting the resident and family	92
	3. Orient the resident	92–93
	4. Assist in gathering data, VS, Height, weight	92
	6. Personal item inventory.	92
	7. Communicate observations and resident response to nurse.	93
17.2 Demonstrates the procedures for transferring a resident from the unit.	Procedure for transferring the resident	
	1. Preparation of the room.	94–95
	2. Transfer of personal belongings and equipment.	94
	3. Greeting the resident and family.	94
	4. Transport the resident.	94–95
	5. Orient the resident.	94
	6. Safety, comfort measures, privacy needs.	94–95
	7. Communicate observations and resident response to nurse	95
17.3 Demonstrates the procedures for discharging a resident.	Procedures for discharging the resident	
	1. Assist with discharge instructions	96
	2. Secure personal belongings	96
	3. Transport the resident	96
	4. Safety	96
	5. Comfort measures	96
	6. Privacy needs	96
	7. Communicate observations and resident response to nurse	97

18.0 Competency: Provides care for residents and family when death is imminent.		
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
18.1 Identifies and recognizes principles of caring for dying residents and their family members.		
	1. Sudden death	778
	2. Terminal illness and expected death.	778
B. Identifies the stages of the dying process.	B. Stages of dying process	780–782
	1. Denial	781
	2. Anger	781
	3. Bargaining	781
	4. Depression	781
	5. Acceptance of death	782
18.2 Assists in care of dying resident and their family members considering spiritual and cultural beliefs.	Care of the Dying	
A. Recognizes cultural and spiritual influences.	A. Overview of cultural and spiritual influences regarding death of resident and effect on family members.	779–780
B. Employs measures to maintain resident dignity.	B. Maintaining dignity of the resident.	785
C. Identifies nursing assistant measures when resident is receiving hospice care.	C. Role of nurse assistant when the resident is receiving hospice care.	784–788
D. Recognizes impact of resident death on self and others.	D. Impact of resident's death on the nurse assistant and co-workers.	788
E. Adheres to legal-ethical standards when providing end of life care.	E. Boundaries, ethical standards and emotional support of the nurse assistant while caring for residents in end-of-life stages.	789
18.3 Provides care for residents when death is imminent.	When Death is imminent	
A. Identifies signs of impending death.	A. Signs of death.	790–792

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources
B. Recognizes and adheres to advance directives.	B. "Do Not Resuscitate" order, Advance Directives, and procedure for nurse assistant actions according to resident's advance directives and facility protocol.	783–784
C. Observes, records and reports cessation of vital signs in accordance with advance directives.	C. Documentation of cessation of vital signs according to facility policy.	792
A. Identifies cultural practices in caring for the dead.	A. Culturally sensitive care of the deceased	794
B. Provides personal care for resident after death.	B. Bathing/cleansing the body.	796
	1. Dressing the body per family choice or facility protocol.	796
	2. Care of personal items	797
	3. Positioning the body.	796
	4. Respect for the deceased.	796
C. Assists in facilitating organ donation.	C. Organ donation	792
18.5 Prepares body for removal from unit.	Procedure for removal of body while maintaining respectful dignity of the body, the family and other residents and documentation according to facility protocol.	796–797