

 **Erie High School Nursing Assistant Program Handbook and Policy Manual**

**Instructor**

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**Erie High School Nursing Assistant Program Directory**

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**Admission Requirements**

**Admission Policy:** Students are accepted to the **Erie High School Nursing Assistant Program** follow strict state and federal regulations set up for any NATCEP (Nurse Aide Training and Competency Evaluation Program) in the state of Pennsylvania. The program dictates a very stringent curriculum that must be taught according to the guidelines. Upon successful completion of this class the student will receive a certificate enabling him/her to complete the State Nurse Aide Competency Test. The student is responsible for the expense of the State Nurse Aide Competency Test **(**CEP-Competency Evaluation Programs) (the cost at this time is $102 dollars; this is subject to change at any time)

Admission to the Nursing Assistant Course is open to Junior and Senior students. The following criteria are required:

1. **A criminal history background check (CHRI-Criminal History Record Information) with social security number**
	1. A students CHRI report must be completed prior to the OBRA component as required by law.
	2. The student must have a criminal history/file that contains no prohibitive information and must be in compliance with the provisions of ACT 14
	3. The student is responsible for the expenses of the criminal history background check
2. **Two step Tuberculosis (TB)test**
	1. A two step TB test and physical examination must be done and on file prior to the start of the OBRA component of the class (TB test must be dated within a year of starting class)
	2. If a student’s TB test is documented as positive, a negative chest x-ray, less than five years old must be submitted
	3. The student is responsible for the expense of the TB test
3. **Good physical and mental health as indicated by a physical examination**
	1. The physical examination must include evidence that the applicant is free of communicable disease and has no conditions that would affect the student’s performance. (Physical must be dated within a year of starting class)
	2. The student is responsible for the expense of the physical examination
4. **Student must provide signature form for Verification of Pennsylvania Residency with attestation of compliance with Act 14**-Students must attest to their residency in PA for the last two years.
5. **An applicant who has not resided in the Commonwealth of PA for at least two years must complete and submit FBI Report through Cogent Systems. The Procedural process for an FBI report and fingerprinting**
	1. Student must register with Cogent Systems prior to fingerprinting and prior to attending clinical
	2. Student is responsible for expense of registration and fingerprinting
	3. Student must go to fingerprint location for fingerprinting.
6. The student must be able to:
	1. speak English-speaking a different language in classroom, laboratory and clinical setting is prohibited due to patients safety and wellbeing.
	2. identify and understand the speech of another person
	3. have basic reading and writing and math skills
	4. sit, stand, bend, squat and walk for prolonged periods of time
	5. push, pull, lift and carry up to 40 lbs unassisted (occasionally up to 50 lbs)
	6. have full use of hands, arms and legs.
7. The student must attend all required clinical hours (40hrs), including a day of orientation at the long-term care facility used by the program.
	1. The student must then abide by all rules and regulations of that clinical site
	2. The student is responsible for their own transportation to and from the clinical sight.

**Attendance Policy**

**Attendance Policy:** The OBRA (Omnibus Budget Reconciliation Act of 1987-this is a federal law that mandates NATCEP) curriculum consists of 130 hours of classroom and clinical instruction. Attendance is mandatory. Any student absent during the classroom portion will be required to present a doctors excuse. Any student with excessive absences (including excused) will be removed from the program, due to the fact there will not be ample time for them to make up all missed work. All students must complete 90 hours of instruction prior to starting the clinical portion of the course. There will be no class time to make up missed work so the student will be required to stay after school (on the instructors designated special help day) to accomplish this. If the student is unable to make up worked missed during the teachers designated special help day they will be removed from the program. Students will not be permitted to enter the clinical phase of the program without 90 hours of instruction. Students are required to attend all clinical days as scheduled. There will not be an opportunity to make up clinical time. Any student that does not complete the full 130 hours will not be eligible to take the competency exam and continue in the nurse aide program. Tardiness, especially during clinical, is unacceptable. If a student is tardy to clinical the first offence is a verbal warning. The second offense will be a written warning and the third offense could result in termination from clinical and thus the program. Tardiness to theory and laboratory is also unacceptable. If the student is tardy to class more than 5 times they may be removed from the program. Tardiness over 15 minutes is considered an absence for theory, lab and clinical time.

**Behavior/Conduct Policy**

**Behavior/Conduct Policy:**  the Nursing Assistant Student will be required to abide by all policies set forth in the High School Student Handbook. The Nursing Assistant Student will be required to abide by all Act 14 regulations in the clinical/laboratory area. (Act 14 is the Nurse Aide Resident Abuse Prevention Training Act of 1997-this is a state regulation, mandated for all NATCEP in the state of Pennsylvania) The Nursing Assistant Student is required to act in a professional and safe manner in the classroom, laboratory and clinical setting; they must demonstrate behavior that is legally sound and held to high, ethical standards. This is imperative because the student will work with human beings and function under the instructor’s RN License. The law mandates abuse-free resident care. The Nursing Assisting Program has a very strict behavior policy. Any Student with an insubordination write up, suspension or unsafe behavior in the classroom or laboratory will not be eligible for clinical; as well as they may be dismissed from the program. In addition any student found to have a positive drug or alcohol test at any time will be immediately removed from the program.

**Cell Phone Policy:**  Cell phones are not permitted in the classroom or laboratory setting. If they are seen out during class or laboratory time the student will lose all points that day for daily participation grade and laboratory grade. They will also be given detention. If cell phone use becomes a problem they may be dismissed from the program. Cell Phones in clinical are strictly prohibited. With the sophistication of the cell phones and the need to protect patient privacy and follow privacy laws, Erie High Nursing Assistant Program will not permit students to bring or use cell phones into in the clinical agency. The facility does not allow nor tolerate their employees having cell phones on the nursing unit, therefore if a student is caught with a cell phone at any time during clinical they will be asked to leave clinical immediately.

**Dress Code/Student Uniform Policy:** The uniform identifies you as a professional Central Tech Nursing Assistant student. Uniforms must be worn during theory, laboratory, and clinical. Any student failing to wear the proper uniform will be removed from the program. The uniform must be worn in accord with the following regulations:

1. Uniform must be wrinkle free and professional in appearance. The uniform is required in the health care lab and at clinical settings. A complete uniform includes:
	1. Scrub pants
	2. Scrub top
	3. White or black professional shoes
	4. Socks or stocking must be worn
	5. Central Tech photo name badge
	6. Watch **with a second hand**
2. A solid colored long-sleeved shirt may be worn under the uniform top.
3. Clean, white or black professional shoes must be worn. Shoes must be non-porous (no canvas). Tennis shoes are acceptable if clean and predominately white or black. Clogs are acceptable if they are non-porous and have a strap.
4. Hair must be clean, neat, and pulled back and off the collar. Mustaches and beards must be clean and trimmed. If there is no beard or mustache, the face must be clean-shaven.
5. Fingernails must be clean, rounded, and smooth-edged. No acrylics or colored nail polish.
6. Strongly scented products such as lotions and perfumes are not permitted.
7. Jewelry is not permitted.
8. Tattoos should be covered and invisible.

**Grievance Policy**

**Nondiscrimination Policy/Grievance Policy:** the Erie High School Nursing Assistant Program is in compliance with state and federal laws that an individual’s participation in the nurse aide program is in no way influenced by or in any manner affected by race, color, religion, age, sex, national origin, marital status, ancestry or handicap, although some disabilities may preclude a person from being able to perform essential functions of the job. Any student that wishes to express a grievance, complaint or dissatisfaction may do so beginning with the Primary Instructor and ending with the Administrator.

**Grievance Steps:**

**Step 1**

* 1. Student presents complaint/grievance to the primary instructor in writing.
	2. Primary instructor review and responds to the grievance within 3 days
	3. Primary instructor documents in writing the grievance, the review and the resolution.
	4. Primary instructor meets with the student to share the resolution with the student.
	5. If the student and the instructor are not able to resolve the issue, the situation should be brought to the attention of the program coordinator within 72 hours.

**Step 2**

1. If the student and instructor are not able to resolve the issue a meeting will take place within three days of receipt of the grievance.
2. All relevant documentation is reviewed and an investigation is done if warranted.
3. The program coordinator documents the review process and the resolution
4. All parties meet to disclose the resolution.
5. The student has the right to appeal the decision within 48 hours.

**Step 3**

1. All documentation is submitted to the individual designated by the facility administered.
2. Notification of the decision will be given in writing within 72 hours.
3. The decision is final.

**Student Record Policy**

**Documentation of Student Records:** The students’ progress and course completion will be documented and maintained in the classroom file. The file will contain, but not limited to the following: classroom, lab grades, attendance sheets, student’s performance checklist, individual test scores, hepatitis immunization, date of physical examination, clinical evaluation. All student records are considered confidential and will be maintained in a secure manner by the Program coordinator.

**The following must be kept on file ad infinitum:**

1. Pennsylvania Nurse Aide Training Report
2. Certificates of Completion
3. Copy of Performance Checklist with Final Theory & Clinical Grade for each completer

**The following must be kept for a minimum of three years:**

1. Anecdotals Concerning Trainees or Course
2. Certificates of Completion
3. Attendance Record
4. CHRI Report
5. Course Calendar/Syllabus
6. Grades
7. Instructor Evaluation by Trainees
8. Instructor Schedules
9. Location of Graduates
10. Program Evaluations by Trainees
11. Copy of Final Theory & Clinical Grade for each completer

**Achievement Policy**

**Level of Achievement:** If the student completes all the requirements of the program they will be given a copy of their Final grades, Performance checklist and a Certificate of completion. The above documentation does not guarantee the student to pass the (CEP-Competency Evaluation Program) State Exam. The examination is made up of both a written (or oral) examination and a skills evaluation. The course requires the student to complete 130 hours (65 hours of theory, 25 hours of laboratory, and 40 hours of clinical).

**Method of Evaluation:**

1. Theory: The student must pass theory with a minimum grade of 75%.
	1. If the student does not attend and/or pass the mandated 90 hour OBRA curriculum (theory portion) of the class prior to clinical they will not be eligible to attend clinical.
2. Laboratory Skills: The student must demonstrate proficiency of all the required laboratory skills.
	1. The student must be successfully signed off on all required laboratory skills prior to clinical.
	2. The skills are evaluated by the instructor during class/lab time.
	3. Evidence of laboratory skill proficiency will be evident by documentation from instructor on “The Nurse Aide Candidate Lab Skills-Check List”.
3. Clinical: Maintain a 75% pass rate-The student will be given a clinical grade by the instructor.
4. Clinical Criteria: In order to be eligible to go out on clinical the student must meet all of the following criteria:
	1. Wear a professional uniform
		* Scrub top
		* Scrub bottom
		* Appropriate footwear
		* A watch with a second hand
		* Pen and Pencil and Small Note Pad
	2. The student must attend or made up all 90 hours OBRA Curriculum/Theory (can only make up if student has a doctors excuse).
	3. The student must be able to attend all required hours of clinical.
	4. The student is responsible for transportation to and from the clinical site.
	5. The student must abide by all policies in the High School Student Handbook prior to clinical.
	6. The student must maintain professional and safe behavior in the classroom/laboratory prior to clinical.
	7. The student may not have an insubordination write up during the school year.
	8. The student may not have a suspension from school during the school year.
	9. The student must maintain a 75% pass rate for all classes.
	10. The student must have demonstrated proficiency of all required laboratory skills prior to clinical

**Curriculum Policy**

**Curriculum Content:** the **Erie High School Nursing Assistant Program** is designed to provide the student with the knowledge and skills necessary to perform basic care services for residents in a long-term care setting. It prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed practical nurse (LPN). It is designed to meet the curriculum requirements of the Pennsylvania Department of Education (PDE). It follows strict state and federal regulations set up for any NATCEP (Nurse Aide Training and Competency Evaluation Program) in the state of Pennsylvania. The program dictates a very stringent curriculum that must be taught according to the guidelines. Upon successful completion of this class the student will receive a certificate enabling him/her to complete the State Nurse Aide Competency Test.

Students and parents need to be aware that working in health care will require students to be exposed to nudity. The students will be viewing videos and pictures of male and female genitalia. During the nursing assistant clinical, students will be required to care for male and female residents. This will include bathing, dressing, catheter care, and toileting needs.

**Textbook:** Hartman’s Nursing Assisting, A Foundation in Caregiving, 4th Edition. Author: Diana L. Dugan, RN

**Method of Instruction:**

1. Lecture/Discussion
2. PowerPoint Presentation
3. Written Handouts
4. Worksheets
5. Textbook/Workbook Questions
6. Tests
7. Video/DVD
8. Laboratory Demonstration
9. Laboratory Return Demonstration

**Daily calendar of areas to be covered**

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| **Day** | **Objective** | **Chapter** | **Time**  |
| **1** | **The Nursing Assistant in Long Term Care*** Describe health care settings-Explain Medicare and Medicaid-Describe the nursing assistant’s role-Discuss professionalism and list examples of professional behavior-List qualities that nursing assistants must have-List proper grooming guidelines
 | Chapter 1 | T-2 hourL-0 hour |
| **2** | **The Nursing Assistant in Long Term Care** * Define the role of each member of the care team-Discuss the facility chain of command-Explain “The Five Rights of Delegation”-Explain policy and procedure manuals-Describe the long term care survey process

**Lab Skills*** Demonstrates Handwashing-Prepares Soiled Linen for Laundry
 | Chapter 1 | T-1 hourL-1 hour |
| **3** | **Bedmaking and Unit Care** * Identify factors affecting sleep-Describe a standard resident unit and equipment-Explain how to clean a resident unit and equipment-Describe types of beds and demonstrates proper bed making

**Lab Skills** * Provides a Safe Resident Environment-Makes an Unoccupied Bed-Makes an Occupied Bed
 | Chapter 10 | T-1 hourL-1 hour |
| **4**  | **Vital Signs*** Discuss the relationship of vital signs to health and well-being-Identify factors that affect body temperature-List guidelines for taking body temperature

**Lab Skills** * Measures, Records and Reports Oral Temperature-Measures, Records and Reports Axillary Temperature-Measures, Records and Reports Rectal Temperature
 | Chapter 13 | T-0.5 hourL-1.5 hour |
| **5** | **Vital Signs*** Explain pulse and respirations-List guidelines for taking pulse and respirations

**Lab Skills** * Measures, Records and Reports Resident’s Radial Pulse-Measures, Records and Reports Resident’s Respirations
 | Chapter 13 | T-0.5 hourL-1.5 hour |
| **6** | **Vital Signs*** Identify factors that affect blood pressure-List guidelines for taking blood pressure-Describe guidelines for pain management

**Lab Skills** * Measures, Records and Reports Resident’s Blood Pressure-Measures, Records and Reports Resident’s Pain
 | Chapter 13 | T-0.5 hourL-1.5 hour |

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| **7** | **Communication Skills*** Explains types of communication-Explain barriers to communication-List ways that cultures impact communication-Identify the people you will communicate with in a facility-Understand basic medical terminology and abbreviations-Explain how to convent regular time to military time-Describe a standard resident chart-Explain guidelines for documentation-Describe the use of computers in documentation-Describe how to observe and report accurately
 | Chapter 3 | T-2 hourL-0 hour |
| 8 | **Communication Skills*** Discuss the nursing assistant’s role in care planning and at care conferences-Describe incident reporting and recording-Explain proper telephone etiquette-Describe the resident call system-Describe the nursing assistant’s role in change-of-shift reports and “rounds’-List the information found on an assignment sheet-Discuss how to organize your work and manage time

**Lab Skills** * Accurately Measures, Records and Reports Resident’s Weight and Height
 | Chapter 3 | T-1 hourL-1 hour |
| **9** | **Communication Challenges*** Identify communication guidelines for visual impairment-Identify communication guidelines for hearing impairment-Explain defense mechanisms as methods of coping with stress-List communication guidelines for anxiety or fear-Discuss communication guidelines for depression-Identify communication guidelines for anger-Identify communication guidelines for combative behavior-Identify communication guidelines for inappropriate sexual behavior-Identify communication guidelines for disorientation or confusion-Identify communication guidelines for the comatose resident-Identify communication guidelines for functional barriers

**Lab Skills** * Gives a Back Rub
 | Chapter 4 | T-1.5 hourL-0.5 hour |
| **10** | **Infection Prevention*** Defines “infection prevention” and discuss types of infections-Discuss terms related to infection prevention-Describe the chain of infection-Explain why the elder are at higher risk for infection-Describe Centers for Disease Control and Prevention (CDC) and explain Standard Precautions-Define “hand hygiene” and identify when to wash hands-Discuss the use of personal protective equipment (PPE) in facilities

**Lab Skills** * Demonstrates Donning and Removing PPE
 | Chapter 6 | T-1.5 hourL-0.5 hour |
| **11** | **Infection Prevention*** List guidelines for handling linen and equipment-Discuss Transmission-Based Precautions-Describe care of the resident in an isolation unit-Explain OSHA’s Bloodborne Pathogen Standard-Discuss two important bloodborne diseases-Discuss MRSA, VRE, and C Difficile

**Lab Skills** * Removes Soiled Linen
 | Chapter 6 | T-1.5 hourL-0.5 hour |
| **12** | **Ethical and Legal Issues*** Explain the Omnibus Budget Reconciliation Act (OBRA)-Explain the Nurse Aide Resident Abuse Prevention Training Act (ACT 14)
 | Chapter 2 | T-2 hourL-0 hour |
| **13** | **Ethical and Legal Issues*** Explain Residents’ Rights-Explain types of abuse and neglect-Recognize signs and symptoms of abuse and neglect-Describe the steps taken if a nursing assistant is suspected of abuse

**Lab Skills** * Demonstrates Behavior that Maintains Resident’s Rights
 | Chapter 2 | T-1.5 hourL-0.5 hour |
| **14** | **Ethical and Legal Issues*** Discuss the ombudsman’s role-Explain HIPAA and related terms

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 2 | T-1.5 hourL-0.5 hour |
| **15** | **Safety and Body Mechanics*** List common accidents in facilities and ways to prevent them-Explain the Material Safety Data Sheet (MSDS)-Describe safety guidelines for sharps and biohazard containers-Explain the principles of body mechanics and apply them to daily activities-Define two types of restraints and discuss problems associated with restraints-Define the terms “restraint free” and “ restraint alternatives” and list examples of restraint alternatives-Identify what must be done if a restraint is ordered
 | Chapter 7 | T-2 hourL-0 hour |
| **16** | **Safety and Body Mechanics*** List safety guidelines for oxygen use-List safety guidelines for intravenous (IV) lines-Discuss fire safety and explain the “RACE” and “PASS” acronyms

**Lab Skills** * Demonstrates Proper Use of Safety Devices-Demonstrates Proper Use of Restraints
 | Chapter 7 | T-1 hourL-1 hour |
| **17** | **Positioning, Moving and Lifting*** Explain body alignment and review the principles of body mechanics-Explain why position changes are important for bedbound residents and describe basic body positions-Describe how to safely transfer resident-Discuss ambulation

**Lab Skills** * Moves Resident to Side of Bed (Without a Pull Sheet)-Turns and Positions Resident-on Side (Lateral Position)-Positions Resident: Supine, Prone and Fowler’s Position-Transfers Resident from Bed to Wheelchair-Demonstrates Proper Use of Assistive Devices, when Assisting the Resident to Transfer Using a Mechanical Lift
 | Chapter 11 | T-1 hoursL-1 hour |
| **18** | **Rehabilitation and Restorative Care*** Discuss rehabilitation and restorative care-Describe the importance of promoting independence-Explain the complications of immobility and describe how exercise helps maintain health-Describe canes, walkers, and crutches-Discuss other assistive devices and orthotics
 | Chapter 25 | T-2 hourL-0 hour |
| **19** | **Rehabilitation and Restorative Care*** Discuss range of motion exercises

**Lab Skills** * Performs Range-of Motion Exercises (Head to toe)-Assist Resident to Dangle, Stand, and Ambulate
 | Chapter 25 | T-0 hourL-2 hour |
| **20** | **Nutrition and Fluid Balance*** Describe common nutritional problems of the elderly and the chronically ill-Describe cultural factors that influence food preferences-Identify six basic nutrients-Explain the USDA’s My Plate-Explain the role of the dietary department-Explain the importance of following diet orders and identify special diets-Explain thickened liquids and identify three basic thickening consistencies- List ways to identify and prevent unintended weight loss
 | Chapter 14 | T-2 hourL-0 hour |
| **21** | **Nutrition and Fluid Balance*** Describe how to make dining enjoyable for residents-Describe how to serve meal trays and assist when eating-Describe how to assist residents with special needs-Discuss dysphagia and list guidelines for preventing aspiration

**Lab Skills** * Distributes Nourishment and Water-Prepares and Serves Meal Tray to Resident Able to Feed Self
 | Chapter 14 | T-1 hourL-1 hour |

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| **22** | **Nutrition and Fluid Balance*** Describe intake and output (I&O)-List ways to identify and prevent dehydration-List signs and symptoms of fluid overload and describe conditions that may require fluid restrictions

**Lab Skills** * Assist Resident with Meal Trays-Unable to Feed Self-Accurately Measures, Records and Reports Resident’s Intake and Output
 | Chapter 14 | T-1 hourL-1 hour |
| **23** | **Personal Care*** Explain personal care of residents-Describe different types of baths and list observations to make about the skin during bathing-Explain safety guidelines for bathing-List the order in which body parts are washed during bathing-Explain how to assist with bathing

**Lab Skills** * Assists Resident to Dress and Undress-Assists Resident with a Bed Bath-Demonstrates (Male-Female) Perineal Care
 | Chapter 12 | T-0.5 hourL-1.5 hour |
| **24** | **Personal Care*** Describe how to perform a back rub-Explain guidelines for performing good oral care-Define “dentures” and explain care guidelines-Discuss guidelines for performing oral care for an unconscious resident-Explain how to assist with grooming

**Lab Skills** * Assists Resident with a Shower or Whirlpool-Assists Resident to Shampoo and Groom Hair
 | Chapter 12 | T-1 hourL-1 hour |
| **25** | **Emergency Care, First Aide and Disaster*** Demonstrate how to respond to medical emergencies-Demonstrate knowledge of first aid procedures-Explain the nursing assistant’s role on a code team-Describe guidelines for responding to disasters

**Lab Skills** * Abdominal Thrust-Assist Resident in Using the Bathroom-Assist Resident in Using the Bedside Commode
 | Chapter 8 | T-1 hourL-1 hour |
| **26** | **Diversity and Human Needs and Development*** Explain health and wellness-Explain the importance of holistic health care-Identify basic human needs and discuss Maslow’s “Hierarchy of Needs”-Identify ways to accommodate cultural difference-Discus the role of the family in health care-Explain how to meet emotional needs of residents and their families-Explain ways to help residents with their spiritual needs-Identify ways to accommodate sexual needs-Describe the stages of human growth and development-Discuss stereotypes of the elderly-Discuss developmental disabilities
 | Chapter 5 | T-2 hourL-0 hour |
| **27** | **End-of-Life Care*** Describe palliative care-Discuss hospice care-Discuss the grief process and related terms-Explain the dying person’s rights-Explain how to care for a dying resident-Discuss factors that influence feelings about death and list ways to meet residents’ individual needs
 | Chapter 27 | T-2 hourL-0 hour |
| **28** | **End-of-Life Care*** Identify common signs of approaching death-List changes that may occur in the human body after death-Describe ways to help family and friends deal with a resident’s death-Describe ways to help staff members cope with resident’s death-Describe postmortem care

**Lab Skills** * Demonstrates Postmortem Care
 | Chapter 27 | T-1 hourL-1 hour |

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| **29** | **The Gastrointestinal System*** Explain the structure and function of the gastrointestinal system-Discuss changes in the gastrointestinal system due to aging-List normal qualities of stool and identify signs and symptoms to report about stool-List factors affecting bowel elimination and describe how to promote normal bowel elimination

**Lab Skills** * Assist Resident with Mouth Care-Administers Mouth Care for the Unconscious Resident-Demonstrates Denture Care
 | Chapter 15 | T-1 hourL-1 hour |
| **30** | **The Gastrointestinal System*** Discuss common disorders of the gastrointestinal system-Explain occult blood testing-Define the term “ostomy” and identify the difference between colostomy and ileostomy-Explain guidelines for assisting with bowel retraining

**Lab Skills** * Assists Resident to Use a Urinal-Assists Resident to Use a Bedpan-Guidelines for Emptying a Colostomy Bag
 | Chapter 15 | T-1 hourL-1 hour |
| **31** | **The Urinary System*** Explain the structure and function of the urinary system-Discuss changes in the urinary system due to aging-List normal qualities of urine and identify signs and symptoms to report about urine-List factors affecting urination and describe how to promote normal urination-Discuss common disorders of the urinary system
* Discuss reasons for incontinence
 | Chapter 16 | T-2 hourL-0 hour |
| **32** | **The Urinary System*** Describe catheters and related care-Explain how to collect different types of urine specimens-Explain guidelines for assisting with bladder retraining

**Lab Skills** * Applies an Incontinence Brief-Demonstrates Catheter Care
 | Chapter 16 | T-1 hourL-1 hour |
| **33** | **The Reproductive System*** Explain the structure and function of the reproductive system-Discuss changes in the reproductive system due to aging-Discuss common disorders o the reproductive system-Describe sexual needs of the elderly

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 17 | T-1.5 hourL-0.5 hour |
| **34** | **The Integumentary System*** Explain the structure and function of the integumentary system-Discuss changes in the integumentary system due to aging-Discuss common disorders of the integumentary system-Discuss pressure ulcers and identify guidelines for preventing pressure ulcers

**Lab Skills** * Assist Resident with Shaving
 | Chapter 18 | T-1.5 hourL-0.5 hour |
| **35** | **The Integumentary System*** Discuss non-sterile and sterile dressings

**Lab Skills** * Provides Basic Care to Fingernails-Provides Foot Care and Basic Care to Toenails
 | Chapter 18 | T-0.5 hourL-1.5 hour |
| **36** | **The Circulatory and Cardiovascular System*** Explain the structure and function of the circulatory system-Discuss changes in the circulatory system due to aging-Discuss common disorders of the integumentary system

**Lab Skills** * Applies Knee-High Elastic Stockings
 | Chapter 19 | T-1.5 hourL-0.5 hour |

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| **37** | **The Respiratory System*** Explain the structure and function of the respiratory system-Discuss changes in the respiratory system due to aging-Discuss common disorders of the respiratory system-Describe oxygen delivery

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 20 | T-1.5 hourL-0.5 hour |
| **38** | **The Musculoskeletal System*** Explain the structure and function of the musculoskeletal system-Discuss changes in the musculoskeletal system due to aging-Discuss common disorders of the musculoskeletal system

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 21 | T-1.5 hourL-0.5 hour |
| **39** | **The Nervous System*** Explain the structure and function of the nervous system-Discuss changes in the nervous system due to aging-Discuss common disorders of the nervous system

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 22 | T-1.5 hourL-0.5 hour |
| **40** | **The Nervous System*** Discuss dementia and related terms-Discuss Alzheimer’s disease and identify its stages-List strategies for better communication with residents with Alzheimer’s disease-Identify personal attitudes helpful in caring for residents with Alzheimer’s disease-Describe guidelines for problems with common activities of daily living (ADL’s)
 | Chapter 22 | T-2 hourL-0 hour |
| **41** | **The Nervous System*** Describe interventions for common difficulty behaviors related to Alzheimer’s-disease-Discuss ways to provide activities for residents with Alzheimer’s disease
* Describe therapies for residents with Alzheimer’s disease-Discuss mental health, mental illness, and related disorders-Discuss substance abuse and list signs of substance abuse to report

**Lab Skills** * Demonstrates Reality Orientation-Demonstrates Validation Therapy
 | Chapter 22 | T-1 hourL-1 hour |
| **42** | **The Endocrine System*** Explain the structure and function of the endocrine system-Discuss changes in the endocrine system due to aging-Discuss common disorders of the endocrine system-Describe guidelines for diabetes-Discuss foot care guidelines for diabetes

**Lab Skills** * Practice and Sign Off on Any Previously Introduced Lab Skill
 | Chapter 23 | T-1.5 hourL-0.5 hour |
| **43** | **The Immune and Lymphatic Systems and Cancer*** Explain the structure and function of the immune and lymphatic system-Discuss changes in the immune and lymphatic due to aging-Discuss common disorders of the immune and lymphatic system-Discuss infection prevention guidelines for a resident with HIV?AIDS-Discuss care guidelines for a resident with HIV/AIDS-Describe cancer-Discuss care guidelines for a resident with cancer
 | Chapter 24 | T-2 hourL-0 hour |
| **44** | **Your New Position*** Describe a standard job description and list steps for following the scope of practice-Identify guidelines for maintaining certification and explain the stat’s registry-Describe continuing education for nursing assistants-Describe employee evaluations and discuss criticism-Discuss conflict resolution-Define “stress” and explain ways to manage stress

**Lab Skills** * Mock Nurse Aide Skills Test
 | Chapter 28 | T-1 hourL-1 hour |
| **45** | **Theory*** Mock Nurse Aide Written Test

**Lab Skills** * Mock Nurse Aide Skills Test
 |  | T-0.5 hourL-1.5 hour |
| **46** | **Clinical** |  | 5 hours |
| **47** | **Clinical** |  | 5 hours |
| **48** | **Clinical** |  | 5 hours |
| **49** | **Clinical** |  | 5 hours |
| **50** | **Clinical** |  | 5 hours |
| **51** | **Clinical** |  | 5 hours |
| **52** | **Clinical** |  | 5 hours |
| **53** | **Clinical** |  | 5 hours |

**Student/Parent Signature Page Agreement**

**Parents/Guardians and Students:** My signature acknowledges that I have received, read, understand and agree to comply with the rules and regulations stated in the Erie High School Nursing Assistant Program Handbook and Policy Manual. I understand that I am held accountable for knowing and abiding by the policies of the handbook and policy manual.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

Instructors Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_