Infection Control

The Center for Disease Control (CDC) standard precaution guidelines, especially hand-washing and personal protective equipment must be strictly adhered to and is included throughout all units.
8. Define the purpose and goals of the client’s care plan
9. Define and name the seven health related tasks
5. Special Condition, Materials or Equipment  None
   Action: The student will define the purpose and goals of the client’s care plan.
   Level of Mastery: Four out of four, a degree of accuracy and completeness acceptable to the instructor

   In order to do this the student must be able to:

   a. Discuss the development of the plan by team members
   b. Identify the role of the case manager
   c. Identify the tasks on the care plan
   d. Maintain a copy of the care plan in the home/confidentiality
COURSE:   NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE:   INTRODUCTION TO BEING A NURSE’S ASSISTANT/HOME HEALTH AIDE
TOPIC:   Terminology

93. Health Related Task
12. Discuss effects of pain and pain management
5. Special Condition, Materials or Equipment: None
   Action: The students will discuss the effects of pain on the client’s functionality.
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student will be able to discuss:

a. Cultural differences in responding to pain
b. Impact of pain management
c. How clients demonstrate pain and pain relief
d. Characteristics of pain and how to report it
8. List work practices to prevent exposure to sharps/sharps containers, contaminated supplies, and body fluids/spills
9. State procedures for all exposure incidents
COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL
TOPIC: Medical Surgical Asepsis

4. Special Condition, Materials or Equipment: None
   Action: Student will explain importance of medical asepsis and describe techniques.
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this the student must:
   a. Define related terminology
   b. List basic principles of maintaining medical aseptic techniques
   c. Discuss techniques to prevent spread of infection using medical asepsis
   d. Discuss responsibilities for concurrent disinfection
   e. Demonstrate proper use of PPE
3. Special Condition, Materials or Equipment: None
   Action: The student will list work practices to prevent exposure to sharps contaminants.
   Level of Mastery: Three out of three

   In order to do this, the student should be able to:
   a. Demonstrate proper handling of sharps and sharps containers
   b. Demonstrate handling of contaminated supplies, body fluids/spills
   c. Discuss OSHA standards as they relate to infection control

4. Special Condition, Materials or Equipment: None
   Action: The student will be able to state procedures if an exposure incident occurs.
   Level of Mastery: Degree of accuracy and completeness acceptable to the instructor

   In order to do this the student should be able to:
   a. Discuss agency and OSHA policies as they relate to post-exposure procedures
47. PPE
6. Demonstrate assisting with vaginal irrigation/douche
13. Special Condition, Materials or Equipment: Simulated situation
Action: The student will assist a client with a vaginal irrigation/douche.
Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student must be able to:

a. Define related terminology
b. Identify appropriate equipment/supplies
c. List the steps to follow when assisting with a vaginal irrigation/douche and discuss the rationale for each step (including commercially prepared)
d. Demonstrate medical asepsis
e. Demonstrate safety precautions
f. Discuss the emotional discomfort associated with vaginal irrigation
g. Practice procedure using a performance checklist
h. Report and record appropriate observations
1. d. Differentiate between active, passive and resistive range of motion
Special Condition, Materials or Equipment: None

Action: The student will list five measures to prevent a decubitus ulcer/pressure ulcer and stasis dermatitis and discuss five measures to prevent these conditions and the related nursing care for each condition.

Level of Mastery: Three out of five

In order to do this, the student must be able to:

b. Describe the causes of a decubitus ulcer/pressure ulcer and stasis dermatitis.
c. Describe the areas prone to decubitus ulcers/pressure ulcers and stasis dermatitis
d. Describe the prevention of a decubitus ulcer/pressure ulcer and stasis dermatitis.
197. vaginal irrigation/douche
198. active range of motion
199. passive range of motion
200. pressure ulcer
201. resistive range of motion
202. stable skin
203. stasis dermatitis
204. unstable skin
2. f. Describe what to observe, record, and report when assisting with the preparation of complex modified diets

3. c. Identify the factors to be considered when purchasing food, e.g., budget, dietary, and **ethnic and cultural** preferences/requirements
1. d. Explain the procedures for measuring, mixing, and serving nourishment/fluids
3. h. Demonstrate use of glucometer
151. glucometer
6. Explain the difference between colostomy, ileostomy and urostomy
4. c. Practice administering retention, soap solution, and commercially prepared enemas using a performance checklist.
COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

Special Condition, Materials or Equipment: none
Action: The student will describe a colostomy, ileostomy, and urostomy.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor

7. e. State the purpose of urostomy
   f. Assist with changing an ileostomy/colostomy/urostomy pouch
   g. Assist with emptying an open-end ileostomy/colostomy/urostomy pouch
   h. Assist with cleaning a reusable pouch
8. Special Conditions, Materials, or Equipment: ostomy kit, towel, washcloth, soap, water, adhesive, toilet tissue, gloves, disposable bag
   Action: The student will change a colostomy or ileostomy, **urostomy** bag and report/record the results
   Level of Mastery: a degree of accuracy and completeness acceptable to the instructor

   c. Practice colostomy, ileostomy, and **urostomy** care, using performance checklists
64. colostomy pouch
65. commercially prepared enema
66. external/condom catheter
67. ileostomy pouch
68. open-end ileostomy colostomy pouch
69. resusuable pouch
70. soap solution enema
71. urostomy
4. List the rules to follow when lifting, moving, sitting, dangling and transferring clients and demonstrate good body mechanics.

4a. Assist client to a sitting position, to dangle and transfer client using the stand-pivot and the slide board techniques.

8. Identify physical disabilities

9. Identify home care worker’s role in caring for a client with a physical disability
COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING, TRANSPORTING
TOPIC: Client Movement

1. Action: The student will assist clients to a sitting position, dangle client and transfer clients, using the stand-pivot and slide board techniques.

1c. List the guidelines for sitting, dangling and transferring a client using stand-pivot and slide board techniques.
4. Special Condition, Materials or Equipment: None
   Action: The student will define physical disability and identify the resulting care.
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student will be able to:

a. Discuss temporary and permanent disabilities
b. Identify broad goals of care for people with disabilities
c. Describe social and cultural and environmental influences in caring for people with physical disabilities

5. Special Condition, Materials or Equipment: None
   Action: The student will assist with a prescribed exercise program
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student must be able to:

a. Define and discuss the benefits of a prescribed exercise program on the:
   1. muscular system
   2. cardiovascular system
   3. skin
   4. skeletal
   5. respiratory system
   6. weigh maintenance
   7. psychosocial
b. Discuss the role of the Home Health Aide with a prescribed exercise program
   1. tasks permitted
   2. tasks never permitted
c. Discuss the benefits of a prescribed exercise program for a client with specific illnesses or disabilities
d. Observe, record and report problems, changes, pain or refusal
e. Discuss attitudes and feeling of a HHA regarding assisting with prescribed exercise program
138. exercise program
10. Assist with postural drainage
11. Demonstrate sputum collection
12. Demonstrate tracheostomy care
3b. Identify devices used in the administration of oxygen (oxygen tanks, liquid oxygen reservoir, medication nebulizer, air compressor, CPAP, oxygen concentrator)
5. Special Condition, Materials or Equipment: A simulated situation
Action: The student will measure oral, rectal and axillary temperature
Level of Mastery: Within .2 degrees (F) of instructor’s reading for rectal and axillary.

g. Practice measuring oral, rectal and axillary temperatures, including electronic and non-digital thermometers, using a performance checklist
7. d. Identify specialized respiratory equipment, i.e., nebulizer, humidifies, etc.
10. Special Condition, Materials or Equipment: None
Action: The student will demonstrate assisting with postural drainage.
Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student must be able to:

a. Explain procedure to the client
b. Wash hands
c. Assemble equipment
d. Put on gloves, as necessary
e. Assist the client into the position written on the Care Plan
f. Take and record client’s pulse and respiratory rate
g. Clap or vibrate the chest of the client for length of time according to Care Plan. (DONE BY AIDE UNDER SPECIAL CIRCUMSTANCES)
h. Observe client for any problems during and after the procedure. Stop the procedure if the client complains of fatigue, or feeling faint; is breathing rapidly; or has chest pain
i. Encourage the client to cough up mucous following postural drainage
j. Dispose of used tissue in appropriate receptacle.
k. Wash hands
l. Record and report the position used for postural drainage and the length of time for the procedure, the color and odor of mucous and any difficulty client had during procedure

11. Special Condition, Materials or Equipment: Simulated situation
Action: The student will collect a sputum specimen.
Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this, the student must be able to:

a. Define related terminology
b. Identify appropriate supplies
c. List the guidelines to follow for obtaining a sputum specimen
d. Demonstrate medical asepsis
e. Demonstrate safety precautions
f. Practice procedure, using a performance checklist
g. Report and record appropriate observations
12. Special Condition, Materials or Equipment:  Simulated situation
   Action:  The student will demonstrate care of a stable/mature tracheostomy.
   Level of Mastery:  A degree of accuracy and completeness acceptable to the instructor

   In order to do this, the student must be able to:
   a. Define related terminology
   b. Identify appropriate equipment/supplies
   c. List the guidelines to follow when cleansing cannulas and stoma
   d. Demonstrate medical asepsis
   e. Demonstrate safety precautions
   f. Discuss the emotional discomforts associated with tracheostomy care
   g. Practice procedure, using a performance checklist
   h. Report and record appropriate observations
   i. Describe the effects tracheostomy has on the functioning of the body
129. humidifier
130. nebulizer
131. air compressor
132. CPAP
133. liquid oxygen reservoir
134. medication nebulizer
135. oxygen concentrator
136. oxygen tank
137. postural drainage
138. electronic thermometer
139. non-digital thermometer
6. Discuss the ways the care worker can maintain safety for the mentally ill client
COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: MENTAL ILLNESS/MENTAL RETARDATION

6. Special Condition, Materials or Equipment: None
Action: Maintain safety for the client and caregiver
Level of Mastery: Four out of four

In order to do this the student must be able to:

a. Discuss plan of care with the nurse supervisor
b. Maintain a safe home environment
c. Supervise the client as directed
d. Observe and report noncompliance with medication/psychiatric treatment
e. Call 911 for extreme behavioral changes
COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: WORKING WITH PEOPLE WITH DEVELOPMENTAL DISABILITIES
TOPICS: Understanding developmental disabilities
         Developmental disabilities and home care

Goal: The purpose of this module is to provide the student with knowledge and understanding of developmental disabilities. This information will enable the home care worker to work effectively with developmentally disabled clients and their families.

Description: This module addresses the needs of the developmentally disabled clients and their families.

Skills, knowledge and behaviors to be developed
Upon completion of this module, the student will be able to:

1. Define developmental disabilities
2. List two causes of developmental disabilities
3. Identify three current trends in the field of developmental disabilities
4. Identify skills needed by the home care worker in assisting individuals and their families
5. Demonstrate the use of effective communication skills with individuals and their families

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES
1. Special Condition, Materials or Equipment: None
   Action: Discuss types and causes of developmental disabilities at various life stages
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor

In order to do this the student must be able to:
   a. Define mental retardation and its causes
   b. Define cerebral palsy and its causes
   c. Define autism and its causes
   d. Define neurological impairments and their causes
   e. Define multiple disabilities and their causes
   f. Differentiate between mental illness and developmental disabilities

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COURSE: NURSE’S ASSISTANT/HOME HEALTH AIDE
MODULE: WORKING WITH PEOPLE WITH DEVELOPMENTAL DISABILITIES
TOPICS: Understanding developmental disabilities
Developmental disabilities and home care

2. Special Condition, Materials or Equipment: None
   Action: Discuss methods of assisting individuals with developmental disabilities
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor
   In order to do this the student must be able to:
   a. Identify levels of functioning
   b. Identify different care needs and skills needed to provide care
   c. Recognize and discuss current trends in assisting client with developmental disabilities

3. Special Condition, Materials or Equipment: None
   Action: Demonstrate use of proper communication skills when assisting individuals with developmental disabilities.
   Level of Mastery: A degree of accuracy and completeness acceptable to the instructor
   In order to do this the student must be able to:
   a. Recognize and respect cultural differences and an individual’s desires, needs and values
   b. Discuss importance of providing choices when possible
   c. Demonstrate sensitivity and respect when communicating with individuals with developmental disabilities and their families
7. Assisting with prescribed exercise program
2. c. List the steps to follow in assisting in administration of medication, i.e., right client, right medication, right dose, right time, right route, and right documentation.