

**NURSE'S ASSISTING ADDENDUM**  
**4/06**

**To:** Health Occupations Educators  
**From:** Patricia Hodgins, Supervisor  
Career and Technical Education  
**Subject:** Nurse's Assisting Addendum

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This addendum to the Nurse's Assisting curriculum and previous supplement (9/90) contains necessary content to meet the New York State Department of Health mandated curriculum which will be effective in July 2006. It is meant to be used in conjunction with the HOE CORE and the Nurse's Assisting Curriculum and consists of performance objectives, supporting competencies, suggested instructional strategies and terminology. These pages should be inserted into the existing NA curriculum and supplement by page number. New content is in bold lettering throughout the document.

Throughout the Core and Nurse's Assisting curriculum documents the following substitutions should be made:

- The term "Standard Precautions" should be substituted for Universal Precautions.
- The USDA Food Pyramid should be substituted for Basic Four Food Groups

### **STATEMENT OF CORE VALUES FOR ALL CAREGIVERS**

Core values underlie all aspects of care in all care settings and profoundly influence worker effectiveness and satisfaction across the full range of performance.

All care given must demonstrate: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a therapeutic relationship (i.e., the value of autonomy and control, adapting to resident's preferences and routines and limits, maintaining privacy and confidentiality, and encouraging individuals to be as independent as possible). In addition, the impact of the actual setting/environment on the resident and the resident's adjustment to care must be understood and responded to throughout the program.

All Certified Nurse Aides must incorporate and demonstrate in their skills and knowledge the integration of each of the above core values.

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COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **INTRODUCTION TO BEING A NURSE'S ASSISTANT**  
TOPIC: Orientation to Health Care Facilities

2. Special Condition, Materials or Equipment: none  
Action: The student will describe three responsibilities of the nurse's assistant as a health care team member.  
Level of Mastery: two out of three, a degree of accuracy and completeness acceptable to the instructor

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

- a. Define related terminology
- b. Identify members of the health care team
- c. List three ways in which nursing care can be delivered (e.g., functional, primary and team)
- d. Describe the role of the nurse's assistant in relation to the health care team
- e. Identify the lines of authority a nurse's assistant must follow
- f. Discuss the need to follow agency policy and procedures**

**COURSE:** NURSE'S ASSISTING SUPPLEMENT  
**MODULE:** INTRODUCTION TO BEING A NURSE'S ASSISTANT  
**TOPIC:** Qualifications of a Nurse's Assistant

**7. Special Condition, Materials or Equipment: none**

**Action:** The student will identify two standards that are used by survey agencies to measure quality of care.

**Level of Mastery:** two out of two, a degree of accuracy and completeness acceptable to the instructor

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

- a. Define related terminology
- b. Describe what is meant by quality of care
- c. Identify the role of the NYS Department of Health
- d. Identify the function of the Resident's Council

**8. Special Condition, Materials or Equipment: none**

**Action:** The student will identify and state the importance of six standards of indirect care skills that are utilized when providing care for a resident.

**Level of Mastery:** six out of six, a degree of accuracy and completeness acceptable to the instructor

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

- a. Define related terminology
- b. Identify the standards of indirect care skills (i.e., knock on door, identify self, identify resident, explain procedure, provide privacy, provide for resident's rights)
- c. Recognize and state the importance of utilizing the six standards of indirect care skills

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **INTRODUCTION TO BEING A NURSE'S ASSISTANT**  
TOPIC: Terminology

Add:

**13. DOH**

**14. resident council**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: COMMUNICATION AND THE CLIENT  
TOPIC: Verbal and Nonverbal Skills

- 3. Special Condition, Materials or Equipment: Simulated or clinical situation**  
**Action: The student will be able to discuss cognitive impairments and identify techniques for addressing the unique needs and behaviors of clients with cognitive impairments.**  
**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 causes and symptoms of cognitive impairment/dementia**
- c. Review verbal and non verbal communication**
- d. Identify common behaviors of the cognitively impaired client (e.g., wandering, agitation, depression, combativeness, sundowner syndrome, confusion, sexual aggression)**
- e. Cite two reasons why family input is important in planning individual care for the cognitively impaired client**
- f. Identify one behavior management technique for each of the common behaviors listed above**
- g. Identify methods of reducing the effects of cognitive impairment (e.g., environmental, interpersonal, and systematic such as reality orientation, reminiscence therapy and validation therapy)**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **COMMUNICATION AND THE CLIENT**  
TOPIC: Terminology

Add:

- 3. Alzheimer's disease**
- 4. dementia**
- 5. reality orientation**
- 6. reminiscence therapy**
- 7. validation therapy**
- 8. therapeutic communication**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Infection Control**  
TOPIC: Medical /Surgical Asepsis

**3. Special Condition, Materials or Equipment: none**

**Action: The student will be able to describe the process of infection and the purpose of an infection control 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 related terminology
- b. Review the components of the chain of infection
- c. Define nosocomial infection
- d. Discuss resistance and susceptibility to infection
- e. Identify common types of infections found in the nursing home resident
- f. Identify residents at high risk of infection
- g. Discuss the purpose of an infection control program in a health care facility

**4. Special Condition, Materials or Equipment: gowns, gloves, masks, protective eyewear, caps**

**Action: The student will don and remove personal protective equipment (PPE) following proper technique.**

**Level of Mastery: a degree of accuracy and completeness acceptable to the instructor**

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

- h. Define related terminology
- i. Demonstrate proper handwashing
- j. Choose appropriate PPE for simulated or clinical situation
- k. Use the principles of medical asepsis
- l. Demonstrate proper donning and removing of PPE

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Infection Control**  
TOPIC: Terminology

Add:

**16. bioterrorism**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Personal Care**  
TOPIC: Hygiene

8. Special Condition, Materials or Equipment: Simulated or clinical situation with tub/shower, linen, water, soap, lotion  
Action: The student will give a tub bath/**whirlpool** or shower.  
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. List the purposes and guidelines to follow when giving a tub bath/whirlpool or shower
- b. Identify necessary equipment
- c. Demonstrate safety precautions for each
- d. Review emotional discomforts associated with bathing/perineal care
- e. Review the observations to make during bath time
- f. Practice the tub baths/**whirlpools** and showers
- g. Demonstrate good body mechanics
- h. Use the principles of medical asepsis
- i. Explain hygiene techniques to use with persons having disabilities
- j. Identify appropriate observations for reporting

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Personal Care**  
TOPIC: Hygiene

12. Special Condition, Materials or Equipment: Simulated or clinical situation with eyeglasses, artificial eye, hearing aids and **limb prosthetics**

Action: The student will apply eye, ear and **limb prosthetics**

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. List the guidelines for caring for eye glasses and contact lenses
- c. Explain the proper care for an artificial eye
- d. Explain the purpose, proper application and care of hearing aids and limb prosthetics**
- e. Demonstrate safety precautions
- f. Use principles of medical asepsis
- g. Practice the tasks
- h. Identify appropriate observations for reporting

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Personal Care**  
TOPIC: Terminology

Add:

- 26. **draw sheet**
- 27. **lift sheet**
- 28. **whirlpool**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Elimination Procedures**  
TOPIC: Urinary System

2. Special Condition, Materials or Equipment: terminology list (attached)

Action: The student will describe five diseases/disorders, including causes and basic nursing care.

Level of Mastery: four out of five, 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. Describe the normal/abnormal characteristics of urine
- c. Discuss ways to maintain the integrity of the urinary system **including bladder training**
- d. List the common diseases/disorders and identify related causes and basic nursing care
- e. Review the procedure for routine perineal care

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Elimination Procedures**  
TOPIC: Bowel and Bladder Related Skills

1. Special Condition, Materials or Equipment: simulated or clinical situation with bedpan, urinal, commode, toilet paper, manikin, bed

Action: The student will assist with the use of a bedpan, urinal and bedside commode and report the procedure.

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 equipment/materials and their uses
- c. Identify characteristics of normal urine and stool
- d. Identify principles involved in the use of bedpan, urinal and bedside commode
- e. Identify factors that modify the task ( e.g., fracture pan, indwelling catheter and dependent client)
- f. Demonstrate safety precautions
- g. Use principles of medical asepsis and standard precautions as related to elimination
- h. Practice each task
- i. Identify appropriate observations for reporting
- j. Discuss ways to maintain the integrity of bowel and bladder function**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Elimination Procedures**  
TOPIC: Terminology

Add:

**54. bladder training**

**55. bowel training**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Lifting, Moving, Transporting**  
TOPIC: Musculoskeletal System

5. Special Condition, Materials or Equipment: simulated or clinical situation with restraints  
Action: The student will describe the purpose of restraints and apply three types of restraints.  
Level of Mastery: three out of three; 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 the types of protective restraints
- c. Describe the appropriate use and the **misuse** of each type of protective restraint
- d. Demonstrate safety precautions
- e. Practice applying protective restraints
- f. **Discuss ways to prevent accidents and incidents caused by the use of physical and chemical restraints**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Pre- and Post-Operative Care**

## Overview of Module

### Goal

This module will acquaint the student with the preparation of a client for surgery and the nursing care measures used in the postoperative period.

### Description

The student will become familiar with the preoperative concerns for the client's emotional well-being, the physical procedures necessary for adequate preoperative preparation and the care needed to ensure optimal client recovery.

### Skills, Knowledge and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. List preoperative nursing care measures
2. Demonstrate skin preparations for surgical procedures
3. Demonstrate the application of binders and elastic stockings
4. Describe postoperative nursing care measures
5. Assist with turning and deep breathing
- 6. Discuss the principles of pain management**
7. Define terminology related to pre- and post-operative care

**COURSE:** NURSE'S ASSISTING SUPPLEMENT  
**MODULE:** Pre- and Post-Operative Care

- 8. Special Condition, Materials or Equipment:** simulated or clinical situation  
**Action:** The student will describe the principles of pain management and recognize and report pain experienced by the client.  
**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. Discuss the effects of pain on the client's behavior and functionality**
- b. Discuss how cultural diversity impacts the client's perception of and reporting of pain**
- c. Discuss the characteristics of pain caused by disease, injury and aging such as, but not limited to, cancer, shingles, sickle cell anemia, pressure sores, arthritis and fractures**
- d. Identify ways to collect more information from the client about their pain**
- e. Discuss the impact of pain management on the clients functionality**
- f. Practice and demonstrate how to report pain (site, duration, intensity, triggers)**

COURSE: NURSE'S ASSISTING SUPPLEMENT  
MODULE: **Circulatory and Respiratory Care**  
TOPIC: Circulatory System

3. Special Condition, Materials or Equipment: simulated or clinical situation  
Action: The student will measure **oral, tympanic**, axillary and rectal temperatures.  
Level of Mastery: within .2 degrees (F) of instructor's reading for glass thermometers; 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. Review numerical markings on the thermometer
- c. Review oral temperature technique
- d. Use principles of medical asepsis
- e. Identify appropriate equipment and usage
- f. Demonstrate safety precautions
- g. Practice measuring **oral, tympanic**, axillary and rectal temperatures
- h. Identify appropriate observations for reporting

COURSE: NURSE'S ASSISTING SUPPLEMENT

MODULE: Life Changes and Adaptations

1. Special Condition, Materials or Equipment: none

Action: The student will describe three psychosocial/**physical** changes that may occur in the older adult.

Level of Mastery: three out of three; 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. Review the Life Cycle Core module
- c. List the emotional and social changes that may occur with aging, (e.g., retirement, increased time for recreation, changes in family interaction, loss of friends or spouse, fixed/limited income, activity limitations)
- d. **List the physical changes that may occur with aging, (e.g., impaired judgment, impaired vision and hearing senses, impaired mobility, need for medication and side effects)**

**11. Special Condition, Materials or Equipment: none**

**Action: The student will discuss common resident risk factors as they relate to accidents or incidents in the health care setting.**

**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. List the common resident risk factors (e.g., falls, burns, misidentification, restraints, choking/suffocation, missing residents)**
- c. Identify measures that may be taken to reduce risk factors, incidents and accidents**

## TEXTBOOK RESOURCES

### Nurse Assistant

**Alvare, Dugan and Fuzy. *Nursing Assistant Care*. Albuquerque: Hartman Publishing, Inc. 2005.**

**Alavre, Dugan and Fuzy. *Nursing Assistant Care Workbook*. Hartman Publishing, 2005.**

**Fuzy RN, Jetta. *The Nursing Assistant's Handbook*. Albuquerque: Hartman Publishing, 2003.**

**Hartman Publishing. *Instructor's Guide for Nursing Assistant's Care*. Albuquerque: Hartman Publishing, 2005.**

**Hartman Publishing. *Assisting with Nutrition and Hydration in Long-Term Care*. Albuquerque: Hartman Publishing, 2004.**

**Sorrentino, Sheila A. *Mosby's Textbook for Nursing Assistant's*. St. Louis: Mosby Inc, 2004.**

**Vaughn, RN, BSN, Katherine. *Caring for your Geriatric Resident: Inservice Based on HCFA's Resident Assessment Instrument MDS 2.0 Manual*. Albuquerque: Hartman Publishing, 2004.**